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ABSTRACT

The resource guide is structured for Arizona history and social studies teachers as an aid in planning classroom activities for kindergarten through grade 12. Developed as part of the Bicentennial program, the guide focuses on the themes of heritage, festival, and horizons. The heritage section furnishes a historical perspective for organizing projects. A parallel chronology lists significant events in American and Arizona history from 985 A.D. to 1975. Famous United States and Arizona symbols are illustrated, and national and state flags are represented as they changed throughout history. Geography and history of each of the 14 Arizona counties are described. A bibliography of 43 books and 17 historical societies concludes this section. Activities which are suggested in the festival section are categorized as paper-and-pencil, speaking, environmental, music, exhibits, arts and crafts, and patriotic and traditional holidays. These include discussion of the meaning of the Pledge of Allegiance, collecting early farm tools, and comparing maps of Columbus' time and the present. The horizons section lists concepts for possible projects in areas of careers, environmental study, medicine, and space. A selected bibliography of over 300 references about colonial life and Arizona state history concludes the guide. (AV)

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ARIZONA HISTORY RESOURCE GUIDE

A RESOURCE GUIDE FOR ARIZONA CLASSROOM TEACHERS

1977

CAROLYN WARNER, SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION

ED141207

SO 010 035

PREFACE

The celebration of the American Bicentennial provides the people of Arizona with an opportunity to reflect upon their traditional heritage. Citizens throughout the State will be gathering to celebrate the richness of their cultures and traditions as well as to contemplate the future of Arizona. The three national Bicentennial themes; Heritage '76, Festival U.S.A., and Horizons '76, provide a basis of knowledge upon which the leaders of Arizona can draw to meet the challenges of the future as we move into our third century as a nation.

The Arizona State Department of Education believes every child should have knowledge of and should be allowed to participate in our nation's "Bicentennial Experience." The children of Arizona, the leaders of tomorrow, must be provided with the wisdom required to meet the challenges of the future. The Bicentennial presents classroom teachers with a unique opportunity to make "the meaning of America" an important part of the classroom curriculum.

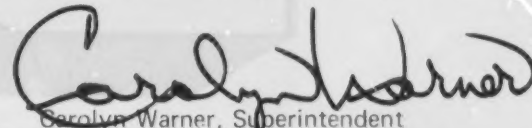
The *Arizona History Resource Guide* is structured for Arizona teachers as an aid in planning classroom activities for grades K-12.

The **Heritage Section** furnishes teachers with a valuable historical perspective for organizing projects.

The **Festival Section** represents a cross-section of both American and Arizona history. Most suggested activities are adaptable for use at any grade level.

The **Horizons Section** provides recommended topics for teachers to consider for use in the classroom.

The Resource Guide was researched by a task force of classroom teachers from Prescott, Arizona (the site of our state's first Capitol). It was designed, coordinated, and disseminated by the staff of the State Department of Education.


Carolyn Warner, Superintendent
Arizona Department of Education

ACKNOWLEDGEMENTS

The History Resource Guide was a cooperative effort between a task force of Prescott classroom teachers and the Arizona State Department of Education. Sincere appreciation is expressed to the individuals who contributed toward the completion of this document; their hard work and dedication symbolize the American Bicentennial spirit.

Prescott Elementary School District No. 1 Task Force

A special debt of gratitude is owed to Ken Walker, Superintendent, and Mary Ellen Halvorson, Project Chairwoman, for a job well done. Committee members: Martha Caldwell, Beth C. Campbell, Penny Flannery, and Susan Travis researched and compiled materials.

Arizona State Department of Education

Michael Steinberg, Administrative Assistant, is to be congratulated for the exemplary job he has done of researching and editing the historical material for this guide.

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HERITAGE '76

Heritage is the contribution of the past to the present; it is the accumulation of values, attitudes, and qualities which, tempered by historical events, have formed our country's culture. This Chronology provides a comparison of American and Arizonan history which highlights those incidents that demonstrate the uniqueness of our varied backgrounds.

Symbols serve to sustain spirit in times of need and to evoke patriotism and the inner courage needed to meet the challenges of the future. A study of American symbols provides an awareness and deeper appreciation of the strength and determination which are our Heritage.

The history of the Arizona Counties presents a chronicle of Arizona's cultural heritage and folklore.



CHRONOLOGY

Bjarni Herjolfsson — First to sight the North American Continent.

Leif Ericson — First to land on the North American continent. Established colony called Vinland.

Snorro -- First White child born on the North American continent at Vinland.



Prince Henry Sinclair — Possible exploration of Nova Scotia.

Christopher Columbus — Landed in the New World.

Amerigo Vespucci — Explored the coast of South America and discovered it to be a continent.

985

1001

1007

1100

1200

1250

1398-1400

1492

1499-1501

Prehistoric Tribe — [10,000 B.C. to present time] Cochise People settled near present day Bisbee, Arizona. Anasazi and Mogollon Indians developed a culture still in existence in the Southwestern United States.

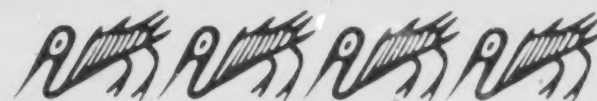
Anasazi Culture — [900 A.D. — 1100 A.D.] Disseminated throughout present-day Southwestern America.

Hohokam Indians — First canal builders; built over 200 miles of canals.

Anasazi Indians — [A.D. 100 to present time] First "apartment" builders. Founding of Oraibi, the oldest continuously inhabited village in the United States.

Disappearance of Mogollon Indians — [500 B.C. — 1250 A.D.] Lived along the Gila since about 500 B.C.

Hohokam Indians — [350 B.C. — 1400 A.D.] Leave the Salt and Gila River Valleys.





CHRONOLOGY

Martin Waldseemuller — Suggested the New World be called America.

1507

Juan Ponce DeLeon — Sighted Florida and explored the area briefly.

1513



Panfilo de Narvaez — Colonizing expedition landed in Florida. Eventually shipwrecked in Gulf of Mexico.

1521

Jacques Cartier — Explored the St. Lawrence River.

1528



1534

Hernando de Soto — Left Cuba and explored much of southeastern North America.

1536

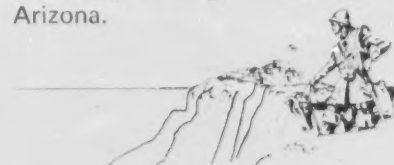
Francisco Vasquez de Coronado — Explored New Mexico, the Panhandle area of Texas, and Kansas.

1539

1540-

1542

Hernando Cortez — Established Spanish power in Mexico, providing a base for later explorations into Arizona.



Cabeza de Vaca — May have traveled through Texas, New Mexico, and Arizona. Stories of the Seven Cities of Cibola stimulated desire to explore the northern frontier of Mexico.

Estevanico (Estevan) — A darkskinned Moroccan slave became one of the first explorers of the Southwest.

Marcos de Niza — A Franciscan friar sent into Arizona to investigate the stories of Cibola.

Francisco Vasquez de Coronado — Led a major expedition into the Arizona region in search of the Seven Cities of Cibola.



CHRONOLOGY



Hernando de Soto — Discovered the Mississippi River (May 8) and traveled west to Oklahoma.

Juan Rodriguez Cabrillo — Landed near Ballast Point, San Diego, California. Became the first White man to set foot on Pacific coast of U. S.

First European Settlement — Founded by Don Pedro Menendez de Aviles at St. Augustine, Florida on September

Father Augustin Rodriguez — Traveled up the Rio Grande from New Spain into modern-day New Mexico.

Sir Humphrey Gilbert — Authorized by Queen Elizabeth to discover and colonize in the unclaimed regions of North America. Expeditions to the American coast failed to colonize. [1578 and 1583]

1540

Lopez de Cardenas — A member of Coronado's expedition who located the Grand Canyon.
Hernando de Alarcon — Reached the lower Colorado River by boat, used small boats to navigate the river as far as the mouth of the Gila River.
Melchior Diaz — Made explorations of the lower Colorado River area.

1541

Melchior Diaz — Died in the desert region southwest of Ajo.

1542

Coronado — Returned to Mexico City to report the failure of his mission to Viceroy Antonio de Mendoza.

1565



1581

Fathers Rodriguez, Lopez, and Santa Maria — Slain by Indians near modern-day Albuquerque, New Mexico. Antonio de Espejo led an expedition into the region searching for the priests.

1582-
1583

Antonio de Espejo — Led an expedition up the Rio Grande to the Zuni Pueblos of New Mexico and across Arizona. He discovered silver and copper deposits in the Jerome area (east of modern-day Prescott) along the Bill Williams River and down the Colorado.



AMERICA

CHRONOLOGY

Sir Walter Raleigh — Shipped immigrants to Roanoke Island.

Virginia Dare — First English child born on the North American continent, August 18.



Jamestown, Virginia — First permanent English settlement; founded, May 13.

Henry Hudson — Explored Hudson River to Albany.

Pilgrims — Signed Mayflower Compact, November 21.

Massachusetts Bay Company — Chartered.



Witch Hunts — Salem, Massachusetts.



ARIZONA



1585

1587

1598 & 1604 Juan de Onate — Entered Arizona from the Rio Grande; followed almost the same route as Espejo.

1607



1609

Santa Fe — First permanent Spanish settlement in the American southwest.

1620

1629

Franciscans — Attempted to convert the Hopi.

1680

Pueblo Revolt — Hopi and Pueblo Indians of Arizona and New Mexico revolted against Spanish rule in unison. At least three missionaries were killed in Arizona.

1692

Father Kino — Began missionary work in the Santa Cruz and San Pedro Valleys.





CHRONOLOGY

Board of Trade (England) — Commissioned to centralize control over colonial commerce.	1696	San Jose de Tumacacori Mission — Founded.
Colonial Population — 250,000 inhabitants.	1700	San Xavier del Bac Mission near Tucson — Founded by Father Kino.
Treaty of Utrecht — France awarded England Acadia (Nova Scotia), Newfoundland, and the Shores of Hudson's Bay. [1713]	1711-1713	Death of Father Kino — Left Arizona neglected and almost forgotten by the Spanish government and missionaries for the next 25 years. [1711]
French Troops — Attacked an English fort in the Ohio Valley; captured five colonists.	1751	Pima Revolt — Pimas killed or drove out the Jesuit priests. Apaches destroyed the Mission of San Xavier del Bac.
Liberty Bell — Delivered to the colony of Pennsylvania.	1752	Spanish Troops — Established Arizona's first white settlement, a fort at Tubac.
French and Indian War — Began.	1756	
George Grenville — While Prime Minister, Parliament began passing oppressive legislation against the American colonies.	1763	Rancheria at Tucson — Abandoned by Spaniards.
Treaty of Paris — Ended French and Indian War.		
Quartering Act — Required colonists to house British troops.	1765	





CHRONOLOGY

Stamp Act -- Passed by Parliament in spring.
Stamp Act Congress -- Held its first meeting in October.

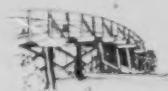


John Dickinson's *Letters from a Farmer in Pennsylvania* -- Called Townshend Acts of 1767 unconstitutional.

Boston Massacre -- Five were killed, including Crispus Attucks, in a mob attack on British soldiers, March 5.

Boston Tea Party -- Sons of Liberty dressed as Mohawk Indians on December 16.

First Continental Congress -- All colonies sent delegates except Georgia, September 5.



Battles of Lexington and Concord -- Began the American Revolution, April 19.

1765

1767

1768

1770

1773

1774

1775

1776

Royal Decree -- Ordered all Jesuits out of Spanish dominions in both the Old World and the New.

Father Francisco Garces (Franciscan Priest) -- Took charge at the San Xavier del Bac Mission and explored most of southwestern Arizona.

Garces -- Visited the more populous rancherias along the Gila River.



Juan Bautista de Anza and Father Garces -- Surveyed an overland route from Sonora, Mexico (Pimeria Alta) to California.

Garces -- Explored northern Arizona in search of a Spanish trade route between Santa Fe and California (1774-76).

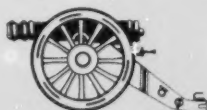
Anza and Garces -- Led second expedition into Arizona. Anza founded a colony in the San Francisco Bay area.



CHRONOLOGY

Declaration of Independence — Adopted July 4.
Thomas Paine — Published *Common Sense*.

British — Surrendered at Yorktown, Virginia.



Treaty of Paris — Ended the American Revolution on September 3.

Virginia — Adopted Thomas Jefferson's *Statute for Religious Freedom*, model for First Amendment to U.S. Constitution.

Constitutional Convention — Drafted the United States Constitution.

Delaware — Became the first state to enter the Union on December 7. ★

George Washington — Became the first President of the United States on April 30.

Rhode Island — Thirteenth colony to become a state on May 29. ★

1776

1781

1782

1783

1786

1787

1789

1790

Tucson — Established as a Spanish presidio or fort.
Fathers Silvestre de Escalante and Francisco Dominguez — Discovered a passage across the Colorado River.

Yuma Massacre — White colony totally obliterated.
Father Garces — Slain by the Yuma Indians.

Spanish Military Forces — Failed to defeat the Yuma Indians.

Friars of San Xavier del Bac — Believed to have laid foundation for present-day church. [1783–1785]

Bernando de Galvez — Became viceroy of "New Spain." His policies led to peace with the Apaches.



Peace with Apaches — Lasted 32 years.
Golden Era of Pimeria Alta (upper Pima land) — Marked by the expansion of mining and prosperity of ranching. [1785–1810]



AMERICA



ARIZONA

CHRONOLOGY

Bill of Rights — As originally drafted, the first ten amendments established the limits of the national government.

1791

Eli Whitney — Invented the cotton gin.

1793

John Adams — Became the second President of the United States.

1797

Alien and Sedition Acts — Placed restrictions and limitations on aliens.

1798

Eleventh Amendment — Judicial Power.

Capital — Moved to Washington, D. C.

1800

Louisiana Purchase from France — Nearly doubled the size of the United States, for \$15,000,000.

1803

Twelfth Amendment — Established separate choices of President and Vice President and limited the terms of Representatives.

1804

Lewis and Clark Expedition — Explored the Missouri and Columbia Rivers to the Pacific Ocean.

1804-
1806



San Xavier del Bac Mission — Construction completed after 12-14 years of building.



Maricopa Indians — Moved eastward to become the neighbors of the Pimas.

Pueblo of Tucson — Reported by Captain Jose de Zuniga to have a population of 37 Spanish settlers and more than 200 Indians.

Navajo Indians — Massacred by the Spanish in Canyon de Chelly. [1805]



CHRONOLOGY

Robert Fulton's Steamboat (Clermont) — Made first trip on Hudson.



Washington D.C. — Burned by English troops.
War of 1812 — Ended with Treaty of Ghent.

Rush-Bagot Agreement — Canadian-United States border demilitarized. Longest unfortified border in the world.
Mississippi — Became a state, December 10.

Adams-Onís Treaty — Spain ceded Florida.

Missouri and Maine — As a result of the Missouri Compromise, entered the Union as slave and free states respectively.



Monroe Doctrine — Became a principle of American diplomacy to protect the Western Hemisphere from European powers.

1807 Lt. Zebulon Pike — Contacted Spanish officials at Santa Fe.

1810 Father Hidalgo — Led Mexican Revolution against Spain for independence.

1812-1814 Ten American soldiers — Raised the American flag at Santa Fe. [1812]

1817 New World Revolt — Spain neglected its northern provinces. [1810 — 1821]

1819 Navajos — Renewed warfare with the Spanish.

1820

1821 Arizona — Became a province of Mexico.
Santa Fe Trail — Trade route opened.

1823 Navajo Peace Treaty — Reached with the Mexican Government.
Spanish Missions — Abandoned.





CHRONOLOGY

John Quincy Adams — Elected President by the House of Representatives.

Erie Canal — Completed.



James Fenimore Cooper — *Last of the Mohicans* published.

Jedediah S. Smith — Completed the first overland expedition to California.



Texas — Revolted against Mexico.

The Alamo — Taken March 6.

Battle of San Jacinto — Texas won its independence from Mexico.

Panic of 1837 — Severe depression caused state and national bankruptcy.

Samuel Morse — Invented the telegraph.

Iowa — Became a state, December 28. ★

Compromise of 1846 — Oregon boundary dispute with Great Britain settled.

Mexican War — Began.

1824 Mountain Men — Began exploring Arizona.

1825 Bill Williams — Trapped the far northwest as far south as Sonora.

Kit Carson, Sylvester and James Ohio Pattie — Started trapping in the Gila Valley.

1826



1827 New Republic of Mexico — Expelled Franciscans ending the Missionary Era.

1830 Paulino Weaver — Trapper and scout; began his travels in Arizona.

1836



1837 New Mexico — Revolted against the Mexican Government.

1838 Tubac — Became a pueblo.

1846 Mormon Battalion — Took possession of Tucson and raised the American flag. Constructed a wagon road from Santa Fe to the Pacific, called Cooke's Wagon Road.



ARIZONA

CHRONOLOGY

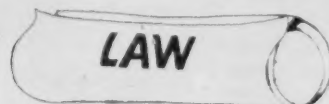
Mormon Migration to Utah — Ended.

Mexico — Ceded territory now part of New Mexico, Arizona, Colorado, Utah, Nevada, and California for the sum of \$15 million.

Gold Rush — To California.



Compromise of 1850 — Attempted to smooth ill feelings over slavery and restore sectional tranquility.
California — Became a state, September 9.



Kansas-Nebraska Act — One of the major causes of the Civil War.

Republican Party (Founded) — Opposed the expansion of slavery into the territories.

1847 Mormon Battalion — Entered California via Arizona.

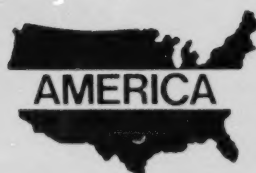
1848 Treaty of Guadalupe-Hidalgo — Ceded all land north of the Gila River to the United States, thus making Arizona part of New Mexico Territory.

1849 John C. Fremont — Surveying party escorted Sonorans westward down the Gila.
Charles E. Pamcoast — Completed a trip down the Gila River. The trip was marked by the birth of Gila Howard, the first Anglo-Saxon child born in this territory.

1850 Steamboating — Became commercial on the Colorado River.
Territory of New Mexico — Formally established.

1853 The Gadsden Purchase — United States obtained the region south of the Gila to the present border of Mexico.

1854 Peter Kitchen — Became one of the first American ranchers in Arizona.
Charles D. Poston, Father of Arizona — Arrived in Arizona.



ARIZONA

CHRONOLOGY

Dred Scott Decision — Supreme Court declared the Missouri Compromise unconstitutional.

Minnesota — Became a state, May 11.



Oregon — Became a state, February 14.



Abraham Lincoln — Elected President.
South Carolina — Seceded from the Union.

Kansas — Became a state, January 29.
Fort Sumter Firing — Began Civil War.



Homestead Act — Offered free land in the west.



West Virginia — Became a state on June 20.
Emancipation Proclamation — Declared free "All slaves in areas still in rebellion."



1857 First Regular Stage Line in Arizona — San Antonio and San Diego Stage Company.

1858 First Butterfield Overland Mail Coach — Entered Arizona and arrived in Tucson on October 2.

1859 *Weekly Arizonian* — First territorial newspaper printed in Tubac.

1860 Publishing — First book printed in Arizona.

1861 Apache Indians led by Cochise — Terrorized white settlers.

1862 The Westernmost Battle of the Civil War (Arizona's Only Civil War Battle) — Fought near Picacho Peak by Carleton's California Volunteers.
Jefferson Davis — Declared Arizona a Confederate Territory.

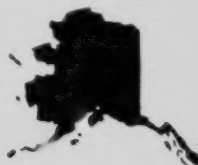
1863 The Territory of Arizona — Created with Prescott as the capital by President Lincoln.
John N. Goodwin — First territorial governor.



CHRONOLOGY

Nevada — Became a state, October 31. 
General Ulysses S. Grant — Appointed Commander in
Chief of all Union forces.

Thirteenth Amendment — Abolished slavery.
Civil War — Ended.
Lincoln — Shot by John Wilkes Booth on April 14.
Died April 15.



Alaska — Purchased from Russia.

Fourteenth Amendment — Granted citizenship to
Negroes.



First Transcontinental Railroad — Completed on
May 10, with the driving of a golden spike.

1864 Most of the Navajos Surrendered — The “Long Walk”
— 300 miles from Ft. Defiance to Ft. Sumner, New
Mexico.
Four Counties Established — Mohave, Yavapai,
Yuma, and Pima.

1865 Colorado River Indian Reservation — Set aside for
Mohave and other Indian People.
Pah-Ute County — Created.

1866 Juan Candelaria — Brought first large flock of sheep
into Arizona.
Pah-Ute County — Western Section is awarded to
Nevada. Remaining portion is returned to Mohave
County.

1867 Territorial Capital — Moved to Tucson.

1868 Navajo Reservation — By Treaty, located in the
northeast corner of Arizona and adjacent portion of
New Mexico.
Comprehensive School Law — Enacted to support
schools.

1869 Major John Wesley Powell — Made the first complete
exploration of the Grand Canyon.



CHRONOLOGY

Fifteenth Amendment — Right to vote regardless of race, color, or previous condition of servitude.

Treaty of Washington — England and the United States settle international disputes.

District of Columbia — Provided with territorial government.

Panic of 1873 — Economic depression created severe unemployment.

First Civil Rights Act — Passed by Congress. Guaranteed equal rights to Blacks in public accommodations and jury duty.

Alexander Graham Bell — Invented the telephone.

Compromise of 1877 — Marked the end of the Reconstruction Era. Federal troops were withdrawn from the South.

Bland-Allison Act — Renewed the coinage of silver dollars.

1870 Silver Bonanzas — In Pinal Mountains, Tombstone Mountains, the Bradshaws and in northern Mohave County.

1871 Camp Grant Massacre — Shocked the nation. Peace policy started in Arizona.
Maricopa County — Created from Pima and Yavapai Counties.

1873 Mining — First mine started in Globe.
Arizona City — Name changed to Yuma.

1875 Clifton — First major copper mining in Arizona.
Pinal County — Created from parts of Maricopa and Pima Counties.
Territorial Prison — Opened at Yuma.

1876 Flagstaff — Named by a group of immigrants celebrating the 4th of July on its site.

1877 Territorial Capital — Returned to Prescott.
Ed Schlieffin — Recorded a mining claim entitled Tombstone on September 3.

1878 Congress Remonetized Silver — Stimulated investment in western mines.



AMERICA



ARIZONA

CHRONOLOGY

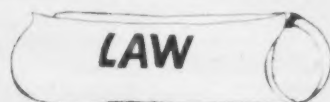
Thomas Edison — Invented the first workable incandescent light.

Salvation Army — Opened first office in the United States.

Helen Hunt Jackson — The publication of her book, *A Century of Dishonor*, led to the formation of the Indian Rights Association.

President James A. Garfield — Assassinated.

Pendleton Act — Civil Service Reform.



Haymarket Massacre — Occurred in Chicago.
Statue of Liberty — Dedicated by President Cleveland.
American Federation of Labor — Organized.

Interstate Commerce Act — First federal program regulating private business.

Edward Ballamy — Published *Looking Backward*, — 2000 — 1887.

1879 Apache County — Created out of Yavapai County. Tombstone — Founded.

1880 Southern Pacific — First train arrived in Tucson; it stimulated the copper industry.

1881 Graham County — Created from Pima and Navajo Counties.

Cochise County — Created from Pima County.

Gila County — Created from parts of Maricopa, Pinal, and Yavapai Counties.

1883 Santa Fe Railroad — Constructed across northern Arizona.

1885 Phelps Dodge — Established the Copper Queen Consolidated Mining Company.

1886 Tempe Normal School — Opened.
Geronimo and His Apache Raiders — Surrendered to the United States Army.

1887 Train Robbery — First in Arizona history; netted \$20,000.

1888 Copper — Led gold and silver in importance in Arizona.



CHRONOLOGY

North Dakota and South Dakota — Became states, November 2.
 Montana — Became a state, November 8.
 Washington — Became a state, November 11.



Sherman Anti-Trust Act — Passed.
 Census Bureau — Declared the end of the American Frontier.



Frank and Charles Duryea — Completed the first gasoline automobile in U.S.

Stephen Crane — *The Red Badge of Courage* published.

Spanish-American War — United States acquired the Republics of Hawaii, Puerto Rico, Guam, and the Philippines. Ended Spanish hegemony in the Western Hemisphere.



1889 Territorial Capital — Moved to Phoenix.

1890 Spotted Fever — Epidemic swept Gila River settlement.

1891 University of Arizona — Established.
 Australian Ballot System — Adopted.
 Coconino County — Created from Yavapai County.

1892 Stagecoach — Service started between Flagstaff and Grand Canyon.

1895 Navajo County — Created from Apache County.

1898 Three Companies of First Volunteer Cavalry Regiment — Organized in Arizona with Captain William (Buckey) O'Neill of Prescott commanding the Rough Riders.

1899 Northern Arizona Normal School — Established.
 Santa Cruz County — Created from Pima County.

1902 Senatorial Committee — Proposed admission of New Mexico and Arizona as a single state. Arizona people voted against jointure in 1906.



CHRONOLOGY

Coal Strike — Resolved by President Theodore Roosevelt.

Wright Brothers — First successful flight.
Panama Canal Zone — Acquired by the United States.

Oklahoma — Became a state, November 16. ★

NAACP -- Founded.

National Progressive Republican League — Formed in Washington D.C. by Senator Robert M. La Follette.

New Mexico — Became a state, January 6. ★
Steamship Titanic — Collided with an iceberg and sank.

Sixteenth Amendment — Income Tax.
Seventeenth Amendment — People elected Senators.

Panama Canal — Opened.
Federal Trade Commission Act — Eliminated unfair business practices in interstate commerce.

Pancho Villa — Raided Columbus, New Mexico.
Pershing's expedition into Mexico — Started.

1902 Reclamation Act — Public lands sold to finance irrigation projects.

1903 Tonto Basin Dam — First major irrigation project authorized by the federal government.

1907 Anti-Gambling — Law passed in Arizona.

1909 Greenlee County — Created from Graham County.

1911 Roosevelt Dam — Dedicated by President Theodore Roosevelt.

1912 Arizona — Became the 48th state on February 14.
George W. P. Hunt — Elected first governor of the state. Seven-time governor — only individual so honored in the history of the United States.

1913 Women — First 8-hour workday for women went into effect.

1914



1916 Arizona National Guard — Mobilized due to Pancho Villa's raid on Columbus, New Mexico.



CHRONOLOGY

United States Entered World War I — Congress declared war on Germany on April 4-6.
General John Pershing — Arrived in Paris to lead American troops.



Armistice — Signed by Germany on November 11.
President Woodrow Wilson — Outlined the 14 Points.

Eighteenth Amendment — Prohibition.
League of Nations — United States rejected membership.

Nineteenth Amendment — Gave women the right to vote.

President Warren Harding — Died suddenly on a return trip from Alaska.

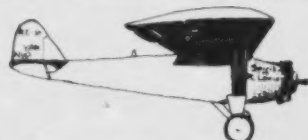
American Indian — Declared a citizen.
Teapot Dome Scandal — Revealed.

- 1917 Thomas E. Campbell — First native Arizonan inaugurated as governor.
Tenth Cavalry — Returned to Fort Huachuca after longest march made into Mexico during the punitive expedition against Pancho Villa.
Nation's First Municipal Airport — Built at Tucson.
25,000 Men from Arizona Entered Federal Services — 3,000 were killed in battle.
- 1918 George W. P. Hunt — Inaugurated as governor after Supreme Court decision.
- 1919 Thomas E. Campbell — Inaugurated as governor.
Grand Canyon — Became a National Park.
- 1920 Phoenix Junior College — Established.
- 1921 Arizona Entered Period of Depression — Slump in copper mining.
- 1923 George W. P. Hunt — Inaugurated as governor.
- 1924 Postal Service — First parcel post package is sent airmail from Tucson to New York.



CHRONOLOGY

Charles Lindbergh — Flew the first solo non-stop Trans-Atlantic flight.



Depression — Begins with stock market crash in New York.



Roosevelt's New Deal — Legislation passed to end the depression.

Twentieth or "Lame Duck" Amendment — Passed.
Twenty-First Amendment — Repealed prohibition.
Civilian Conservation Corps — Established to provide employment and training of young men during the depression years.

Social Security Bill — Made law by Congress.



1927 First Regular Express and Passenger Air Service — Established.

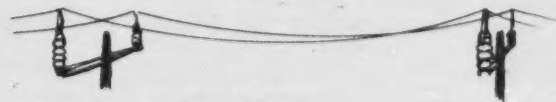
1928 Coolidge Dam — Dedicated by President Calvin Coolidge.

1929 John Calhoun Phillips — Inaugurated as governor.

1930 Planet Pluto — Discovered at Lowell Observatory in Flagstaff.

1931 George W. P. Hunt — Inaugurated as governor.

1933 Dr. Benjamin Baker Moeur — Inaugurated as governor.
First Civilian Conservation Corps Camps — Established in May; developed recreation areas and assisted soil conservation and forest service.



1935 Hoover Dam — Completed.

1937 Rawghlie Clement Stanford — Inaugurated as governor.



CHRONOLOGY

Neutrality Act — Belligerents purchase arms on a "Cash and Carry" basis.

Japanese — Attacked Pearl Harbor on December 7.



First Atomic Bomb — Dropped on Hiroshima on August 6.

United Nations Charter — Drawn up and signed in San Francisco on April 25 - June 26.

Philippine Islands — Granted independence by United States.

Vandenberg Resolution — Approved by U. S. Senate.
Republic of Korea — Formed at Seoul, South Korea.

North Atlantic Treaty Organization — First Peacetime military alliance in history.

Korean War (1950-1953) — Brought about the first military action of the United Nations.

Twenty-Second Amendment — Presidential office limited to two terms.

1939

1941

1945

1946

1948

1949

1950

1951

Robert Taylor Jones — Inaugurated as governor.

Sidney Preston Osborn — Second native Arizonan to be elected governor.

World War II — Brought many military operations and plants to Arizona.



Arizona Right To Work Law — Industry and manufacturing took on new importance.

Dan E. Garvey — Inaugurated as governor.
Arizona Indians — Given the right to vote.

Commercial Television — Began in Arizona with the establishment of Channel 5.

Ana Frohmler — First woman candidate for governor of Arizona.

Howard Pyle — Inaugurated as governor.



CHRONOLOGY

- | | | |
|--|------|---|
| Department of Health, Education, and Welfare — Created. | 1953 | United Verde Extension Mine in Jerome — Closed. |
| Southeast Asia Treaty Organization — Signed.
Supreme Court — Declares racial segregation in public schools illegal. | 1954 |  |
| A.F.L. - C.I.O. — Merger. | 1955 | Ernest W. McFarland — Inaugurated as governor. |
| Martin Luther King — Emerged as leader of the campaign for desegregation. | 1956 | San Manuel Copper Mine — One of the largest mines in the United States opened near Tucson. |
| U. S. Troops — Sent to Little Rock, Arkansas to enforce school integration. | 1957 | Arizona State Parks Board — Created with emphasis on historic site preservation. |
| First United States Space Satellite — Launched into earth's orbit beginning the Space Age. | 1958 | Barry M. Goldwater — Elected United States Senator. |
| Alaska — Became a state, January 3.
Hawaii — Became a state, August 21. ★ ★ | 1959 | Paul J. Fannin — Inaugurated as governor. |
| Twenty-Third Amendment — Washington, D.C. residents allowed to vote in presidential elections. | 1961 | Colorado River Boundary — Bill signed by President Kennedy; approved the compact with Nevada. |
| Space — First American astronaut, John H. Glenn, Jr., orbits the earth. | 1962 | Kitt Peak Observatory — World's largest solar telescope dedicated. |



CHRONOLOGY

President John F. Kennedy — Assassinated on November 22.	1963	Colorado River Water Dispute — Arizona won United States Supreme Court decision.
Twenty-Fourth Amendment — Poll tax barred. Civil Rights Act — Passed.	1964	Glen Canyon Dam — Completed.
First United States Troops — Arrived at DaNang, Vietnam.	1965	Samuel P. Goddard — Inaugurated as governor.
Surveyor I — First moon landing.	1966	Arizona State College (Flagstaff) — Became Northern Arizona University.
Twenty-Fifth Amendment — Presidential succession.	1967	Jack Williams — Inaugurated as governor. Indians — First American Indian elected to the State Legislature.
Apollo II — First manned moon landing. Neil Armstrong — Walked on the moon.	1969	Navajo Community College — First college ever built on an Indian Reservation opened at Many Farms.
Twenty-Sixth Amendment — Gave 18 year-olds the right to vote.	1971	Jack Williams — Began serving first four-year term as Arizona governor.
Vietnam — Cease fire.	1973	Vietnam — Prisoners of war return to Arizona.
Apollo-Soyuz — First American-Russian joint space project.	1975	Raul H. Castro — Inaugurated as the first Mexican-American governor.

UNITED STATES SYMBOLS



UNITED STATES BIRD

Bald Eagle — This bird was made our National Emblem on June 20, 1882. The Bald Eagle is found only in North America and is symbolic of strength and eminence.



STATUE OF LIBERTY

The Statue of Liberty was given to the United States, July 4, 1884 by France. It is a symbol of the American people's freedom. It was made a national monument in 1924.



UNCLE SAM

During the War of 1812, the initials "U.S." were stamped on government goods. It was said in jest to stand for Uncle Sam, a local title for Samuel Wilson, a government inspector. Uncle Sam entered political cartoons about 1850.

UNITED STATES SYMBOLS



THE SEAL

The Great Seal of the United States as it appears today, was adopted in 1904. Its design employs the national coat of arms. An eagle holds 13 arrows and an olive branch in its talons. In the eagle's beak is a ribbon displaying the motto *E Pluribus Unum*, which means *From Many One*. The constellation above the eagle's head suggests the new nation. The shield is said to stand for valor and strength.

UNITED STATES MOTTO

In God We Trust — adopted July 30, 1956.



THE LIBERTY BELL

Bearing the inscription *Proclaim Liberty throughout all the land unto all the inhabitants thereof*, the Liberty Bell was made in England in 1752. It broke in ringing after its arrival in the United States and was recast in the same metal with the same inscription in 1753. It cracked again in 1835 while tolling the funeral solemnities of John Marshall, Chief Justice of the United States.

NATIONAL ANTHEM

The Star Spangled Banner was written by Frances Scott Key on September 14, 1814. It was put to the tune of an English song, "To Anacreon in Heaven" by John Stafford Smith. It was adopted as the National Anthem on March 3, 1931.

ARIZONA SYMBOLS



STATE SEAL

In the background of the seal is a range of mountains with the sun rising behind the peaks. At the right side of the mountains there is a storage reservoir and dam, below which in the distance are irrigated fields and orchards. At right are cattle grazing. To the left, by a mountainside is a quartz mill in front of which is a miner with a pick and shovel. The motto *Ditat Deus*, which means *God Enriches*.



STATE TREE

The Twenty-first Arizona State Legislature, Second Regular Session, designated the Palo Verde as Arizona's state tree. The Palo Verde (from the Spanish meaning "green stick" or "green pole") is one of the most beautiful trees of the desert and foothill regions. The tree has a green trunk and branches. In the spring, lovely yellow blossoms appear.

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ARIZONA SYMBOLS



STATE BIRD

The Cactus Wren, the State bird of Arizona, is the largest member of the wren family. Identified by a brown back with black spots streaked with white and with a white breast spotted with black and having a large stripe over each eye, the Cactus Wren makes his home in the desert. His food includes many harmful insect pests as well as weed seeds. These birds like to build their nests in the prickly-cholla cactus.

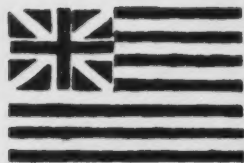


STATE FLOWER

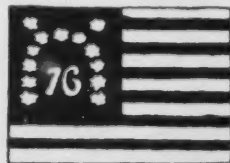
The State flower of Arizona is the giant Saguaro Cactus Blossom. This cactus which grows only one inch a year may reach a height of fifty feet. When a plant is sixty years old, it blooms for the first time. In May or early June it wears a crown of white flowers with yellow centers. When they fade, the brilliant scarlet fruits begin to ripen. The pulpy flesh is good to eat.



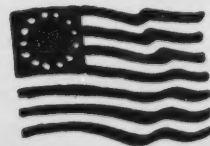
THE STARS AND STRIPES



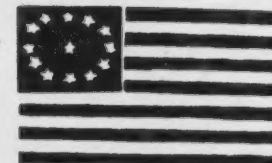
Continental Colors became the first national flag July 4, 1776. It was hoisted on Prospect Hill, near Cambridge, Massachusetts (Washington's headquarters), on January 1, 1776, as the flag of the Continental Army.



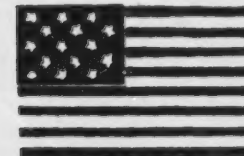
Bennington was allegedly flown at the battle of Bennington, August 16, 1777. Here 2,000 Green Mountain Boys wiped out the British forces.



The first official Stars and Stripes was adopted by Congress June 14, 1777.

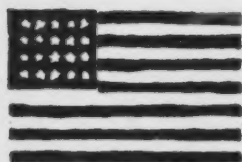


Third Maryland Regiment flag was used in 1781 by the Third Maryland Regiment. This flag is believed to be one of the few Stars and Stripes used by ground troops until the Mexican War.

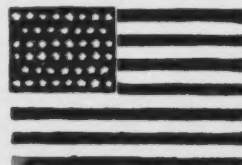


This flag flew over Ft. McHenry and in 1814 inspired Frances Scott Key to write *The Star Spangled Banner*. There were fifteen stripes on the flag which stood for 15 states.

THE STARS AND STRIPES



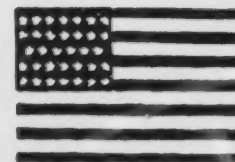
With the adoption of this flag on July 4, 1818, the Stars and Stripes began to assume its present appearance. Congress restored the thirteen stripes and ordered the addition of one star for each new state.



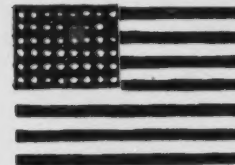
On July 4, 1908, this flag became official. It displayed 46 stars.



Alaska was admitted into the Union in 1959, changing the flag to 49 stars. Later that year Hawaii became a state making the official flag contain 50 stars.



The United States was represented by 33 stars at the beginning of the Civil War. Three more states were added during the War. By 1896 nine more states were added to the Union.

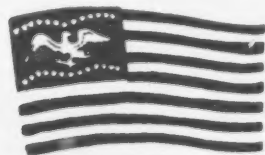


With the addition of New Mexico and Arizona the American flag was designed to include 48 stars. This flag represented the nation for forty-seven years.

FLAGS OVER ARIZONA



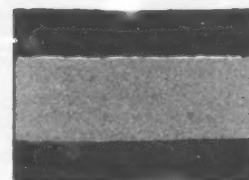
The Castilian flag was born in religious conflict, but lived in the fame of discovery, for this was the flag which Columbus carried ashore at San Salvador in 1492, and which Coronado carried on his expeditions through Arizona in 1540.



John Charles Fremont, the "Pathfinder of the Rockies," carried his personally designed 26-star flag when he passed through Arizona on his explorations in the 1840's (first United States flag in Arizona).



The Mexican flag, adopted in 1823, bears the legendary Aztec emblem as a reminder of her origin. The green stripe represents independence, the white — purity of religious faith, the red — blood shed during the revolution.

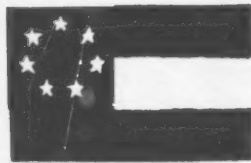


King Charles III of Spain adopted this flag in 1785. The stripes represent sacrificial blood and temporal wealth; these colors of Spain appear in Arizona's flag today.

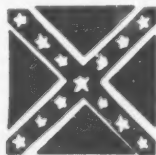


The 28-star United States flag was carried into Arizona by General Kearny, and by Captain Cooke and the Mormon Battalion.

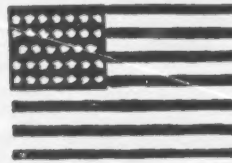
FLAGS OVER ARIZONA



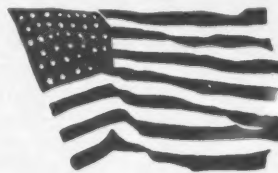
The Stars and Bars of the Confederacy — raised when President Jefferson Davis proclaimed in 1862 that the Confederate Territory was established.



The Battle Flag of the Confederacy — adopted because it could be distinguished from the Union flag in the smoke of battle. Raised over Tucson in February, 1862.



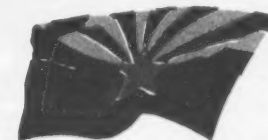
The first Territorial flag — the 34-star Military Governor's United States flag — raised in Tucson in May 1862 by General Carleton.



Arizona's most famous flag, made by hand by women in Phoenix in 1898. Arizona's Rough Rider flag — the first American flag ashore in Cuba. This 45-star flag is preserved in the Capitol building in Phoenix. This was the flag of the United States from July 4, 1896 to July 4, 1908.



The first Arizona flag — designed by Charles Harris was made by Nan D. Hayden (Mrs. Carl T.) in 1910 at Camp Perry, Ohio for the Arizona National Guard Rifle Team.



The third design of Harris' flag was finally made official in 1917 and was carried by the first Arizona Infantry when they left for France in World War I.

FIELD OF STARS

1	Delaware	December 7, 1787	26	Michigan	January 26, 1837
2	Pennsylvania	December 12, 1787	27	Florida	March 3, 1845
3	New Jersey	December 18, 1787	28	Texas	December 29, 1845
4	Georgia	January 2, 1788	29	Iowa	December 28, 1846
5	Connecticut	January 9, 1788	30	Wisconsin	May 29, 1848
6	Massachusetts	February 6, 1788	31	California	September 9, 1850
7	Maryland	April 28, 1788	32	Minnesota	May 11, 1858
8	South Carolina	May 23, 1788	33	Oregon	February 14, 1859
9	New Hampshire	June 21, 1788	34	Kansas	January 29, 1861
10	Virginia	June 25, 1788	35	West Virginia	June 20, 1863
11	New York	July 26, 1788	36	Nevada	October 31, 1864
12	North Carolina	November 21, 1789	37	Nebraska	March 1, 1867
13	Rhode Island	May 29, 1790	38	Colorado	August 1, 1876
14	Vermont	March 4, 1791	39	North Dakota	November 2, 1889
15	Kentucky	June 1, 1792	40	South Dakota	November 2, 1889
16	Tennessee	June 1, 1796	41	Montana	November 8, 1889
17	Ohio	March 1, 1803	42	Washington	November 11, 1889
18	Louisiana	April 30, 1812	43	Idaho	July 3, 1890
19	Indiana	December 11, 1816	44	Wyoming	July 10, 1890
20	Mississippi	December 10, 1817	45	Utah	January 4, 1896
21	Illinois	December 3, 1818	46	Oklahoma	November 16, 1907
22	Alabama	December 14, 1819	47	New Mexico	January 6, 1912
23	Maine	March 15, 1820	48	Arizona	February 14, 1912
24	Missouri	August 10, 1821	49	Alaska	January 3, 1959
25	Arkansas	June 15, 1836	50	Hawaii	August 21, 1959

FIELD OF STARS

- 1 Delaware
December 7, 1787
- 2 Pennsylvania
December 12, 1787
- 3 New Jersey
December 18, 1787
- 4 Georgia
January 2, 1788
- 5 Connecticut
January 9, 1788
- 6 Massachusetts
February 6, 1788
- 7 Maryland
April 28, 1788
- 8 South Carolina
May 23, 1788
- 9 New Hampshire
June 21, 1788
- 10 Virginia
June 25, 1788
- 11 New York
July 26, 1788
- 12 North Carolina
November 21, 1789
- 13 Rhode Island
May 29, 1790
- 14 Vermont
March 4, 1791
- 15 Kentucky
June 1, 1792
- 16 Tennessee
June 1, 1796
- 17 Ohio
March 1, 1803
- 18 Louisiana
April 30, 1812
- 19 Indiana
December 11, 1816
- 20 Mississippi
December 10, 1817
- 21 Illinois
December 3, 1818
- 22 Alabama
December 14, 1819
- 23 Maine
March 15, 1820
- 24 Missouri
August 10, 1821
- 25 Arkansas
June 15, 1836
- 26 Michigan
January 26, 1837
- 27 Florida
March 3, 1845
- 28 Texas
December 29, 1845
- 29 Iowa
December 28, 1846
- 30 Wisconsin
May 29, 1848
- 31 California
September 9, 1850
- 32 Minnesota
May 11, 1858
- 33 Oregon
February 14, 1859
- 34 Kansas
January 29, 1861
- 35 West Virginia
June 20, 1863
- 36 Nevada
October 31, 1864
- 37 Nebraska
March 1, 1867
- 38 Colorado
August 1, 1876
- 39 North Dakota
November 2, 1889
- 40 South Dakota
November 2, 1889
- 41 Montana
November 8, 1889
- 42 Washington
November 11, 1889
- 43 Idaho
July 3, 1890
- 44 Wyoming
July 10, 1890
- 45 Utah
January 4, 1896
- 46 Oklahoma
November 16, 1907
- 47 New Mexico
January 6, 1912
- 48 Arizona
February 14, 1912
- 49 Alaska
January 3, 1959
- 50 Hawaii
August 21, 1959

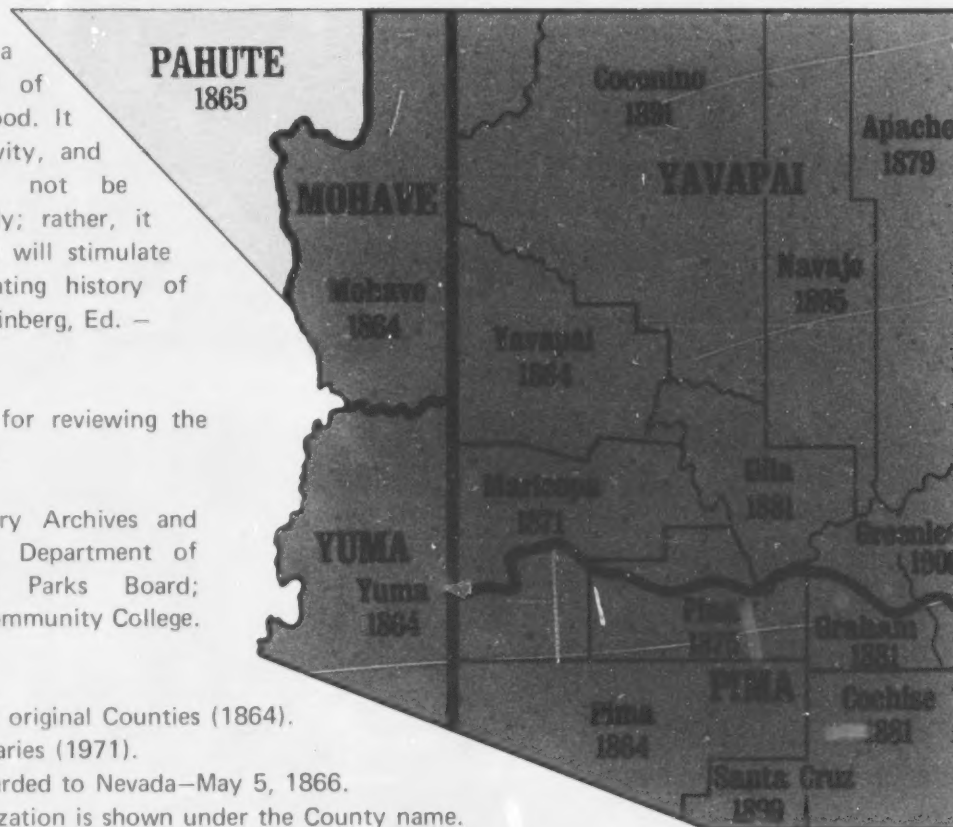
ARIZONA COUNTIES

The historical data presented is designed to provide teachers with a general overview of the history of Arizona counties prior to statehood. It has been edited for clarity, brevity, and historical accuracy. It should not be considered a comprehensive study; rather, it should be viewed as a guide that will stimulate further research into the fascinating history of Arizona counties. — Michael Steinberg, Ed. —

The following are acknowledged for reviewing the manuscript.

Arizona Historical Society; Library Archives and Public Records Division of the Department of Administration; Arizona State Parks Board; Mr. Marshall Trimble—Scottsdale Community College.

- Boundaries of the four original Counties (1864).
 - Present County boundaries (1971).
 - "Pah-Ute" County awarded to Nevada—May 5, 1866.
- Year of original organization is shown under the County name.



ARIZONA COUNTIES

APACHE COUNTY

NOMENCLATURE: The Apache Indians called themselves DINE (pronounced din-ay), "The People." The word "Apache" comes from a combination of Yuman terms — APA (man), AHWA (war, fight, battle), and TCHE (gives the combination its plural form). The term takes on the meaning of a nation of warriors.

CREATED: February 24, 1879 from parts of Yavapai County.

COUNTY SEAT: St. Johns.

AREA: 11,171 sq. miles — 3rd in size.

PRINCIPAL INDUSTRIES: Lumbering, tourism, and ranching.

POINTS OF INTEREST: Pertified National Forest, Painted Desert, Canyon de Chelly, Monument Valley, Four Corners, Window Rock, Big Lake, Sunrise Lake, Saint Michael's Mission.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Anasazi, the probable ancestors of the present-day Pueblo Indians, wore clothing of rabbit skins and ornaments made from skulls, stones, and feathers. They lived in caves and pit houses, as did the early caveman. Eventually, they developed apartment-like pueblos on ridges and in caves. A fairly stable and progressive population developed; however, with the severe drought of 1276-1299, the Anasazi deserted their villages.

EXPLORATION: Many Spanish adventurers, such as Francisco Vásquez de Coronado, Pedro de Tovar, and García López de

Cárdenas, explored this area in their searches for fabled riches. They crossed present-day southern Apache County (Coronado), visited the province of Tusayán (Tovar), and discovered the Grand Canyon (Cárdenas). Coronado's failure to find gold, his discouraging reports about this area, and the discovery of rich silver mines in Mexico (in 1542) retarded further exploration of this area until the 1580s.

TERRITORIAL DAYS: Historical data concerning the territorial days in Apache County is rather sparse. One interesting highlight, however, concerns the establishment of the Arizona Territory. Charles D. Poston, often called "The Father of Arizona," lobbied effectively for the passage of the Arizona Organic Act, making Arizona a territory on February 24, 1863. Two other prominent advocates of territorial status for Arizona were Sylvester Mowry, a lobbyist, and Major Samuel P. Heintzelman, a former commander at Fort Yuma.

President Lincoln appointed John A. Gurley, an abolitionist and former Ohio Congressman, the first Territorial Governor. Gurley, however, died before leaving for Arizona. John N. Goodwin of Maine was appointed in his place.

The Goodwin party (among whom were Richard C. McCormick, Secretary of State, and William F. Turner, Chief Justice) left Washington, D.C. late in September and crossed into Arizona's Apache County from New Mexico on December 27, 1863. They camped at Navajo Springs, a few miles south of the present-day town of Navajo, where they raised the flag and took their oaths of office. They then continued on to old Fort Whipple, which was established as the temporary capital. In May of 1864, it was decided to move the capital site 20 miles south to a small mining

ARIZONA COUNTIES

community on Granite Creek, renamed Prescott (in honor of the historian, William H. Prescott).

RELATED TOPICS

Anasazi Indians	John N. Goodwin
Arizona Organic Act	John A. Gurley
Charles D. Poston	Major Samuel P. Heintzelman
Desert Culture	Pedro de Tovar
Francisco Vázquez de Coronado	Pueblo Indians
García López de Cárdenas	Sylvester Mowry

COCHISE COUNTY

NOMENCLATURE: The Chiricahua Apaches derived their name from TSIL (mountain) and KAWA (great). The term takes on the meaning of the great mountain people. Cochise was the most famous Chiricahua chieftain.

CREATED: February 1, 1881 from parts of Pima County.

COUNTY SEAT: Bisbee.

AREA: 6,256 sq. miles — 9th in size.

PRINCIPAL INDUSTRIES: Copper mining, farming, ranching, and tourism.

POINTS OF INTEREST: Old Fort Bowie, The Lavender Pit, Tombstone Historic District, Chiricahua National Monument, Coronado National Memorial, Post Area of Old Fort Huachuca, Fort Huachuca Museum, Bisbee, Dos Cabezas Peak, Cochise Stronghold, Bisbee Museum.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Cochise Man was the link between the early hunter and the Indian of pre-Christian times. Archaeologists found evidence of his existence in present-day Cochise County more than 8,000 years ago. By 2,000 B.C., the Cochise Man had developed a primitive corn or maize. This can be considered to be the beginning of primitive food production in Arizona. The origin of the Mogollon tribal group in Arizona may be traced to the Cochise People.

EXPLORATION: Much of the early history of Arizona involved Cochise County. The Spaniard, Cabeza de Vaca, and his companions may have passed through the area in 1535 and 1536. Estevanico, the darkskinned Moorish slave who had been with de Vaca, returned to Cochise County in 1539 as an explorer for Fray Marcos de Niza. Francisco Vázquez de Coronado also led an expedition through the area while en route to Cibola in 1540. The Spanish, however, never established permanent settlements in Cochise County because of a lack of money, manpower, and incentive to maintain the area against raiders.

TERRITORIAL DAYS: In pre-territorial days, Cochise County was scouted by mountain men in the 1820s and 1830s. It was crossed by Captain (later colonel) Philip St. George Cooke's

ARIZONA COUNTIES

Mormon Battalion during the Mexican War. The California gold rush of 1849 brought throngs of individuals through the region en route to the California gold fields. One of the routes they followed was the one-thousand mile wagon road which Cooke's Battalion constructed across Arizona.

Cochise County had its boom in the early 1880s after Ed Schieffelin discovered rich silver ore samples in the hills around Tombstone in 1877. Hordes of prospectors, miners, merchants, and gamblers, as well as outlaws, moved into the area. By 1881, Tombstone, with a population of several thousand, became one of the largest towns in Arizona.

Even greater riches were found south of Tombstone by Jack Dunn, an Army scout, and George Warren. Their discoveries eventually developed into one of the United States' most productive copper mines. (It yielded more than a billion dollars worth of copper.) The town of Bisbee was constructed around the Copper Queen mine; it was named after a New Orleans judge, DeWitt Bisbee, who helped finance some of the early explorations. The town prospered and eventually replaced Tombstone as the new county seat in 1929.

RELATED TOPICS

Cabeza de Vaca
Cochise Man
Copper Queen Mine
Desert Culture
Ed Schieffelin

Estevanico (also Estevan)
Fray Marcos de Niza
Judge DeWitt Bisbee
Mormon Battalion
Tombstone

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COCONINO COUNTY

NOMENCLATURE: The Havasupai Indians now inhabit the Grand Canyon. Their neighbors, the Hopi, called them "KOHNINA." Coconino is a variation of this word.

CREATED: February 19, 1891 from parts of Yavapai County.

COUNTY SEAT: Flagstaff.

AREA: 18,562 sq. miles — 1st in size.

PRINCIPAL INDUSTRIES: Tourism, travel and recreation, lumbering, and ranching.

POINTS OF INTEREST: Grand Canyon National Park, Oak Creek Canyon, Lowell Observatory, Meteor Crater, Glen Canyon Dam, Mormon Lake, Snow Bowl, Wupatki National Monument, Sunset Crater.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Anasazi, meaning "The Ancient Ones" or "The Old People," were prominent in present-day Coconino County. Their culture can be divided into two main periods: the Basketmakers and the Pueblo. Because of the great number of baskets found at the archaeological sites, these "short, slender, long-haired, broad-nosed" people were called Basketmakers. The other major cultural division, the Pueblo, most likely occurred around 700 A.D. The new Pueblo culture evolved peacefully out of the Basketmakers. Why Anasazi civilization diminished can only partially be attributed to the drought of 1276-1299 and the blight of 1400.

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EXPLORATION: Although García López de Cárdenas first traversed parts of Coconino County in 1540, it was not until 1582 that extensive Spanish explorations took place. The wealthy Antonio de Espejo, seeking to rescue three Franciscan monks (Father Agustín Rodríguez, Father Francisco López, and Father Juan de Santa María) who had visited the Pueblo villages near modern Albuquerque, led an expedition into New Mexico. Discovering that the monks had been slain by Indians, Espejo decided to continue his journey in hopes of finding rich mines. He explored the Little Colorado River, the San Francisco Peaks, and the woodlands around Mormon Lake. Although Espejo's silver ore specimens and his story about a lake of gold northwest of Zuñi excited many people, it was not until 1598 that another expedition, under the direction of Juan de Oñate, attempted to verify these claims. Within a period of six years (1598–1604), Oñate made two notable trips into Arizona.

TERRITORIAL DAYS: The lack of strong central control in the territories of New Spain led to the eventual Americanization of Arizona and the Southwest. The early mountain men, such as Sylvester and James Pattie, "Old Bill" Williams, Pauline Weaver, Francois Aubry, Kit Carson, Ewing Young, Antoine Leroux, and others, ignored the restrictions of the Mexican government and explored much of what is now Coconino County.

Although southern and central Arizona were crisscrossed by military expeditions prior to and during the Mexican War, northern Arizona did not receive much attention until the expedition of Captain Lorenzo Sitgreaves in 1851. This exploration provided a good reconnaissance of an unknown area through which a railroad could be built as far as the Colorado River.

Other expeditions, including the Whipple-Ives and Aubry expeditions of 1853–1854, surveyed the same area (around the thirty-fifth parallel) for both a possible railroad and wagon road to the Pacific. The net result of these and other explorations (Lt. Edward F. Beale's Camel Corps in 1857) was to prepare the way for the coming of the railroad.

RELATED TOPICS

Anasazi Indians
Antonio de Espejo
Captain Lorenzo Sitgreaves
Francois Xavier Aubry
García López de Cárdenas
Havasupai Indians
Juan de Oñate

Lieutenant Amiel W. Whipple
Lieutenant Edward F. Beale
Lieutenant Joseph C. Ives
Kit Carson
"Old Bill" Williams
Pauline Weaver
Sylvester and James Pattie

GILA COUNTY

NOMENCLATURE: Gila is a Yuma-Apache Indian word meaning "flowing water that is salt." The Spanish identified Indians living along the Gila River as PIMAS ILENOS (Gila Pimans).

CREATED: February 8, 1881 from parts of Maricopa, Pinal, and an addition from Yavapai County in 1889.

COUNTY SEAT: Globe.

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AREA: 4,748 sq. miles — 11th in size.

PRINCIPAL INDUSTRIES: Copper mining and smelting, ranching, timbering, recreation, hunting, fishing, and camping.

POINTS OF INTEREST: Salt River Canyon, Tonto National Monument, Coolidge Dam, Roosevelt Dam.

HISTORY HIGHLIGHTS

INDIAN DAYS: No one Indian culture predominated in present-day Gila County. The Mogollon culture is represented by the Kinishba Ruins, located in the White River Valley in the vicinity of old Fort Apache. The artifacts discovered there indicate the merging of Mogollon culture with those of the Hohokam and Anasazi. The Salado People, a Northern Pueblo Indian, populated much of the Tonto Basin Area until impelled further south by the Great Drought beginning in 1276. The Besh-Ba-Gowa Ruins, on the edge of Globe, demonstrate the pueblo-like dwellings of the Anasazi Indians. Another example of Anasazi influence is the Tonto National Monument near the Salt River.

EXPLORATION: Gila County was relatively ignored as an area of Spanish exploration. Coronado, in his search for the Seven Cities of Cibola, did skirt much of the region in 1540. However, because of his failure to find the fabled city, exploration in this area was delayed until Arizona was organized as a territory.

TERRITORIAL DAYS: The land in Gila County was attractive to both ranchers and sheepmen. Cattlemen resented the competition from sheep for the ranges of Arizona; claiming first occupancy, they used harsh methods to drive out the sheepmen. The

competition between these two groups led to the outbreak of the Pleasant Valley War in 1887. This bloody range war involved a large part of northern Arizona and contributed to the lawless reputation of the area. The need for efficient law enforcement was met by Sheriff Commodore Perry Owens (sheriff of Apache County) and his deputy, Frank Wattron. Both men developed reputations as effective lawmen.

One of the first prospectors to visit the present-day Globe-Miami area (in the 1860s) and to note the interesting mineral formations was known only as Mister Stowe. Another prospector, W. H. Holmes, explored the area in 1868. Mining claims were recorded as early as 1873. In 1876 the township of Globe was laid out. After 1895, Globe became an important copper producer when New York financiers invested large amounts of money in the Old Dominion Copper Mine. It became one of the most prosperous copper mines in the world.

Miami, on the other hand, remained sparsely settled until a copper boom took place around the turn of the century. Incorporation as a city occurred in 1910. The copper mines in Miami eventually achieved high-tonnage production due to the large demand created by World War I and low-grade ore leaching.

RELATED TOPICS

Anasazi Indians
Besh-Ba-Gowa Ruins
Commodore Perry Owens
Francisco Vásquez de Coronado
Globe
Kinishba Ruins

Miami
Mogollon Indians
Old Dominion Copper Mine
Pleasant Valley War
Salado People
Tonto National Monument

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GRAHAM COUNTY

NOMENCLATURE: Graham County was named after Mount Graham, its highest peak. Lieutenant Colonel James D. Graham, a member of a party surveying the area in the 1850s, located the peak.

CREATED: March 10, 1881 from parts of Pima and Apache Counties.

COUNTY SEAT: Safford.

AREA: 4,618 sq. miles — 12th in size.

PRINCIPAL INDUSTRIES: Farming, ranching, and recreation.

POINTS OF INTEREST: Mt. Graham, San Carlos Lake, Aravaipa Canyon, San Carlos Indian Reservation, Kearny Campsite and Trail, Sierra Bonita Ranch.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Mogollon people may have evolved from the eastern Cochise Desert Culture. They were among the first people in the Southwest to make pottery and grow corn. The Mogollons were also hunters who killed their prey with bow and arrow, as well as spear-throwing sticks called ATLATL. They resided in walled-up caves, cliff dwellings, or pit houses, roofed with mud-plastered brush. Their neighbors to the north, the Anasazi, assimilated their culture around 1250 A.D.

EXPLORATION: The early history of Graham County's sector of the Gila River Valley was one of exploration rather than of settlement. Estevanico, the darkskinned Moorish slave, followed the Gila River northward to the Zuñi villages of New Mexico in 1539 as a guide for Father Marcos de Niza. He is generally considered the first non-Indian to definitely enter Arizona. In 1540, Francisco Vásquez de Coronado passed through the area in search of the Seven Cities of Cibola. Coronado and his party crossed present-day Graham County from south to north, finding adobe pueblos. Discovering no riches, he continued his journey into present-day New Mexico where he reached Cibola (Zuñi Pueblo of Hawikuh) on July 7, 1540.

TERRITORIAL DAYS: The first American military expedition into Graham County was led by General Stephen W. Kearny, who commanded the Army of the West on its journey from Fort Leavenworth, Kansas to San Diego, California. One of Kearny's officers, Lieutenant Colonel William H. Emory, conducted scientific studies of the topography, Indians, plant, and animal life of the Gila Valley. In October of 1846, Emory sighted many prehistoric ruins in the Gila River Valley which indicated a previous large and flourishing community. His exploration was followed by a few trappers and, occasionally, a prospector. No permanent settlement, however, was established until well into the 19th century due to the belligerency of the Apache Indians.

In the 1860s and '70s, several forts and villages were established along the Gila River. The fortifications were designed to protect the region against marauding Apaches, such as the Chiricahua, White Mountain, and Arivaipa. Farming communities such as

ARIZONA COUNTIES

Thatcher, Pima, Central, Eden, and Bryce, were established within a few miles of each other. Ranchers brought herds into the hills and mountains. This region was, and continues to be, a rich agricultural area.

RELATED TOPICS

Army of the West
Atlatl
Desert Culture
Estevanico (also Estevan)

Francisco Vázquez de Coronado
Lieutenant Colonel James D. Graham
Lieutenant Colonel William H. Emory
Mogollon Indians



GREENLEE COUNTY

NOMENCLATURE: Greenlee County was named for Mason Greenlee, a Virginian who settled in the Clifton area in 1874.

CREATED: March 10, 1909 from parts of Graham County.

COUNTY SEAT: Clifton.

AREA: 1,879 sq. miles — 13th in size.

PRINCIPAL INDUSTRIES: Copper mining and smelting, tourism and travel, ranching, and farming.

POINTS OF INTEREST: Coronado Trail, Hannagan Meadow, Blue River, Morenci Copper Mine.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Mogollon People were among the early inhabitants of this area. They were a farming people who lived in pit houses in village clusters. Many aspects of their culture seem to be represented in the cultures of many modern Arizona Indian tribes. They produced tools, wove cloth, and made baskets. They are thought to have influenced the Hohokam culture.

EXPLORATION: It is believed that Francisco Vázquez de Coronado followed a trail through northern Greenlee County (which today bears his name) in 1540 while on his search for the Fabled Seven Cities of Cibola. Coronado wrote about the "hot waters" he noticed during his travels. The area is known today as the Clifton Mineral Hot Springs.

TERRITORIAL DAYS: Henry Clifton, Yavapai County Recorder, is generally credited with the first recorded discovery of copper in the Clifton-Morenci district in 1864. However, knowledge of these copper deposits, especially around present-day Clifton, did not become general until 1869 when Lieutenant John G. Bourke had specimens of the copper assayed in Tucson. In 1872, prospectors Jim and Bob Metcalf staked out some of the earliest claims in the area which later became the Longfellow and Metcalf mines. They sold the Longfellow mine to Charles and Henry Lezinsky who, in turn, sought to limit operating costs by connecting the mine with the smelter in Clifton. This was done by constructing a 20-inch line of tracks, the first railroad line in Arizona.

Many individuals soon processed mining claims with names such as the Jolly Liar, Dugan's Dream, Perplexity, Missing Link, and

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Veiled Prophet. Gradually, these claims consolidated into the holdings which now comprise the largest mining operation in Arizona (Phelps Dodge Corporation's Open Pit Copper Mine at Morenci).

RELATED TOPICS

Charles and Henry Lezinsky
Copper Mining at Morenci and Clifton
Francisco Vázquez de Coronado
Henry Clifton
Jim and Bob Metcalf

John Mason Greenlee
Lieutenant John G. Bourke
Mogollon Indians
Phelps Dodge Corporation

MARICOPA COUNTY

NOMENCLATURE: The name Maricopa was taken from the Maricopa Indian tribe, a Yuman speaking tribe called, in their own tongue, the Pipatsje (People). The name Maricopa, with its obscure meaning, was bestowed upon the Pipatsje by their Pima neighbors.

CREATED: February 12, 1871 from parts of Pima and Yavapai Counties.

COUNTY SEAT: Phoenix.

AREA: 9,226 sq. miles — 7th in size.

PRINCIPAL INDUSTRIES: Tourism and travel, agriculture, manufacturing, and recreation.

POINTS OF INTEREST: Brazaletes Pueblo, Gatlin Site, Hohokam-Mormon Irrigation Canals, Arizona State Capitol Building, Hohokam-Pima Irrigation Sites, Pueblo Grande Museum, Phoenix Carnegie Library, Heard Museum, Rawhide, Vulture Mine, Pioneer Museum, Mormon Temple, Phoenix Zoo, Desert Botanical Gardens.

HISTORY HIGHLIGHTS

INDIAN DAYS: Present-day Maricopa County was inhabited primarily by Pima Indians (probably descended from the ancient Hohokam and southern Salado People) and, secondarily, by Maricopa Indians, assumed to be closely related to the Yuma tribe. The Pima Indians established villages along the Gila River. Because of the available water supply, the Pimas developed a remarkable irrigation system which was noticed by many of the adventurers passing through the area.

The Maricopas, as Father Garcés noted in his 1775 visit, were approximately three thousand strong and lived along the Gila River from the mouth of the Hassayampa River to the Agua Caliente area. Fifty years later, the tribe became embroiled in conflicts with the Yuma group and resettled into the Pima domains. There, they allied themselves with the Pimas and, together, helped repulse an attack in 1857 by the Yumas (aided by some Mohave and Yavapai warriors).

EXPLORATION: Pima villages were visited by Father Eusebio Kino in his early exploration of the area and, at a much later date, by Father Francisco Garcés. Later travelers were impressed by the expertise of the Pimas and their neighbors, the Maricopas, in irrigation and agriculture. General Stephen Watts Kearny and

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Captain Philip St. George Cooke traversed the area during the Mexican War while members of the Confederate and Union Armies, led by Captain Sherod Hunter and Colonel James H. Carleton respectively, observed the Pimas and Maricopas during the Civil War period.

TERRITORIAL DAYS: As mining camps developed in the area, the Pima villages provided both the miners and the military with hay, grain, and produce. When the demand for these products exceeded the ability of the tribes to produce them, enterprising early settlers started irrigation companies and hay farms. Among these were John Y. T. Smith, who supplied hay to Fort McDowell, and Jack Swilling, a deserter from the Confederate Army, who founded the Swilling Irrigation Canal Company. Henry Wickenburg (discoverer of the Vulture Mine), Lewis J. F. Jaeger (a Yuma ferryman), and Darrell Duppa (an educated English adventurer and investor) provided the financial backing.

This venture, by deepening the existing Indian canals, finally succeeded in irrigating the fertile Salt River Valley. From the farms created by this irrigation, a community arose. Darrell Duppa suggested that this town, which had come to life above the ruins of an earlier Indian civilization, be named Phoenix for the mythical Phoenix bird. Duppa also suggested the name Tempe (for the Vale of Tempe in Greece) for the site of the former Hayden's Ferry.

Charles Trumbull Hayden was another early settler. By establishing his flour mill and ferry (Hayden's Ferry) on the Salt River in 1871, he began another epic of Arizona history. His son, Carl Hayden, born in 1877, became one of Arizona's leading statesmen.

These two men were influential, except for a brief period, throughout the entire American era of Arizona history.

RELATED TOPICS

Army of the West
Captain Philip St. George Cooke
Captain Sherod Hunter
Carl Hayden
Charles Trumbull Hayden
Colonel James H. Carleton
Darrell Duppa
Father Eusebio Kino

Father Francisco Garcés
Henry Wickenburg
Jack Swilling
John Y. T. Smith
Louis J. F. Jaeger
Maricopa Indians
Phoenix Bird of Mythology
Pima Indians



MOHAVE COUNTY

NOMENCLATURE: Mohave means "Three Mountains." It comes from the words HAMOL (three) and AVI (mountains). It refers to the center of Mohave Indian tribal activities at The Needles (a grouping of three peaks).

CREATED: November 8, 1864.

COUNTY SEAT: Kingman.

AREA: 13,227 sq. miles — 2nd in size.

PRINCIPAL INDUSTRIES: Travel and tourism, copper mining, ranching, and manufacturing.

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POINTS OF INTEREST: Colorado River, Lake Havasu (London Bridge), Hualapai Indian Reservation, Davis Dam, Hoover Dam, Grand Canyon National Monument, Camp Beale Springs, Oatman.

HISTORY HIGHLIGHTS

INDIAN DAYS. The Mohave Indians, ancestors of the Patayan people, resided for centuries along the banks of the Colorado River. They scorned the white man and resented his attempts to encroach on their territory. Spanish explorers, such as Juan de Oñate (searching for the South Sea in 1598) and Father Francisco Garcés (seeking a northern route to California in 1776), stopped at their villages and noted their strength and athletic ability. They obtained information from the Mohave regarding the territory contiguous to their lands.

EXPLORATION: The Old Spanish Trail crossed a section of northern Mohave County. Spanish explorers traveled the trail from New Mexico to California. Two of the most prominent explorers, Father Francisco Garcés (1775) and Father Silvestre de Escalante (1776), traversed the trail during the American Revolution. They viewed the northern route as a means of supplying Spanish missions in California from Santa Fe. Among the mountain men who traveled the trail in later years were Jedediah Smith, Pauline Weaver, George Yount, and Sylvester and James Pattie.

TERRITORIAL DAYS: Mohave was considered one of the least known or explored counties in the territory as far back as 1864. It was named for the local Indian tribe as were the other three original counties—Yavapai, Pima, and Yuma. The pioneer law-makers who created the county specified only that the seat of justice be established "at Mineral Park or some place located on

the Atlantic and Pacific Trail." The first county seat was established at Mohave City. Then, successively, the capital site was moved to Hardyville, Cerbat (a mining camp that had developed overnight), and Mineral Park. Finally, in 1887, the county seat moved to Kingman where it has remained. The town was named for Lewis Kingman, one of the surveying engineers for the Atlantic and Pacific Railroad (now the Santa Fe).

RELATED TOPICS

Father Francisco Garcés
Father Silvestre de Escalante
Jedediah Smith
Juan de Oñate
Lewis Kingman

Mohave Indians
Mountain Men
Pauline Weaver
Sylvester and James Pattie

NAVAJO COUNTY

NOMENCLATURE: The Navajos, as the Apaches, called themselves DINE (pronounced din-ay), "The People." The Spanish designated this tribe as APACHES DE NAVAJO (Apaches of the cultivated fields).

CREATED: March 21, 1895 from parts of Apache County.

COUNTY SEAT: Holbrook.

AREA: 9,910 sq. miles — 5th in size.

ARIZONA COUNTIES

PRINCIPAL INDUSTRIES: Tourism and travel, Indian crafts and trading, timbering, agriculture, and coal mining.

POINTS OF INTEREST: Petrified Forest National Park, Painted Desert, White Mountains, Hopi Indian Villages, Navajo National Monument, Monument Valley, Old Oraibi, Fort Apache.

HISTORY HIGHLIGHTS

INDIAN DAYS: Present-day Navajo County was largely inhabited by the Navajo, Hopi, and Apache tribes. The Anasazi, ancient ancestors of the Hopis, once dwelt in the area. Their civilization advanced from pit houses to apartment-like pueblos before a great drought in the 13th century forced them to depart the region. The Hopi pueblo of Oraibi is the oldest continuously inhabited settlement in the United States. It was temporarily conquered and missionized by the Spanish in the 16th and 17th centuries.

EXPLORATION: The Spanish conquistadores passed through the Navajo County area many times in their search for gold. Juan de Oñate led an expedition to the Hopi villages in the northeast, and probably passed through the Navajo County area on his return trip in 1598. Francisco Vázquez de Coronado entered the area near the present-day Fort Apache Indian Reservation in 1540 on his journey to Cibola. Numerous trappers, explorers, and expeditions passed through the area until permanent Mormon settlements were established in 1876.

TERRITORIAL DAYS: The first people to make a concerted effort to settle the area now known as Navajo County were members of the Church of Jesus Christ of Latter-Day Saints, better known as Mormons. A group of 50 families, led by William C.

Allen, settled near the present town of Joseph City on March 25, 1876. Allen's Camp, as the permanent settlement was called, was first established at the point where the march ended. It was later moved to a site one mile east of Joseph City and was maintained until 1877. The name changed on January 21, 1878 to St. Joseph after Prophet Joseph Smith; in 1923 it was changed to Joseph City.

RELATED TOPICS

Anasazi Indians
Apache Indians
Francisco Vázquez de Coronado
Hopi Indians
Joseph City

Juan de Oñate
Mormons
Navajo Indians
Oraibi
William C. Allen



PIMA COUNTY

NOMENCLATURE: The Spanish assigned the Indian word PIM to the people of the region. The area was named "Pimería Alta," Upper Land of the Pimas.

CREATED: November 8, 1864.

COUNTY SEAT: Tucson.

AREA: 9,240 sq. miles — 6th in size.

ARIZONA COUNTIES

PRINCIPAL INDUSTRIES: Tourism and travel, copper mining, and defense-oriented manufacturing.

POINTS OF INTEREST: San Xavier Del Bac Mission, Arizona-Sonora Desert Museum, Kitt Peak National Observatory, Old Tucson, Colossal Cave and Park, Organ Pipe Cactus National Monument, Sabino Canyon, Mount Lemmon, Fremont House, Fort Lowell Museum.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Pima Indians may have been descendants of the Hohokam, the desert dwellers. The Hohokam culture was in decline by 1400 A.D. Historical data regarding the disintegration of their civilization remains obscure to this date. The Pimas stayed in the region and worked their farms. They were very receptive to the attempts of Spanish missionaries to Christianize them.

EXPLORATION: Father Eusebio Francisco Kino was the outstanding figure in the advancement of the Spanish frontier in Arizona. During a period of some twenty-four years (1687-1711), Kino embarked upon at least 50 major journeys into Pimería Alta. He visited the rancharia of Bac in 1692, renaming it San Xavier del Bac after his patron saint. In 1700 Kino founded a mission at Bac; he envisioned it as one of a series of missions which would extend European culture to the deserts of Pimería Alta (includes present-day Pima County). Kino's death in 1711 inaugurated a period of decline among the Spanish missions in the region. Both Spanish officials and missionaries neglected the area until the Jesuits returned to the missions of the Santa Cruz Valley in the 1730s. Later, in the 1780s, the Franciscans also built missions in the region.

TERRITORIAL DAYS: In 1776, when the Revolutionary War was starting in the East, an adobe wall was built around the Spanish settlement at Tucson. It was this wall which gave Tucson its nickname of "The Old Pueblo." Before that wall was built, there was nothing but an Indian village at the foot of the present day "A" Mountain. The Papago Indians called this village Styookzone, meaning "at the foot of black hill." The Indian designation of Styook was modified by the Mexican people until it became Tookstone; eventually, the village was called by its present name, Tucson.

RELATED TOPICS

Father Eusebio Kino
Franciscans
Hohokam Indians
Jesuits (Society of Jesus)
Papago Indians

Pima Indians
Pimería Alta
San Xavier del Bac
Tucson

PINAL COUNTY

NOMENCLATURE: The Spanish called the band of Apache Indians dwelling in the area PINAL (of the pine).

CREATED: February 1, 1875 from parts of Maricopa and Pima Counties.

COUNTY SEAT: Florence.

ARIZONA COUNTIES

AREA: 5,386 sq. miles — 10th in size.

PRINCIPAL INDUSTRIES: Tourism and travel, farming, ranching, copper mining, and manufacturing.

POINTS OF INTEREST: Superstition Mountains, Casa Grande Ruins National Monument, Picacho Peak, Pinal Pioneer Parkway, First Florence Courthouse, Boyce Thompson Southwestern Arboretum.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Hohokam Indians lived in the Gila River Valley around 300 B.C. They were an agricultural tribe who completed the major portion of a 200 mile irrigation canal system in the Salt River Valley during the Colonial Period of their development (A.D. 500 to 900). The crops they raised are similar to those grown today, including corn, beans, squash, and melons. The four-story housing complex they constructed on the northern outskirts of Coolidge about 1300 A.D. is now the Casa Grande National Monument.

EXPLORATION: Father Jacobo Sedelmayer was a German Jesuit missionary who traveled through the present-day Pinal County region in 1743 in order to convert the Indians. His search for new lands and peoples on the northern frontier of New Spain brought him farther north and west in Arizona than any adventurer since Juan de Oñate in 1604.

Sedelmayer wanted Spain to expand its commitment to the development of Arizona. He recommended to Spanish authorities that

new missions be established at Casa Grande. He also desired missions for the Coccomaricopas, Pimas, Yumas, and other tribes along the Gila and Colorado Rivers. Sedelmayer was unique in that he possessed a broad understanding of the advantages that would accrue to New Spain from permanent occupation of the Arizona territory. He was among the Jesuits who were expelled from New Spain in 1767 by King Charles III.

TERRITORIAL DAYS: Picacho Peak was an important landmark and resting place for travelers since it was conspicuous and lay halfway between Tucson and the Gila River. The Mormon Battalion camped in Picacho Pass on December 17, 1846. On April 15, 1862, the second and last military skirmish of the Civil War in Arizona occurred at Picacho Pass. A dozen Federal cavalrymen under Lt. James Barrett surprised some Confederate soldiers. Barrett was killed instantly by a bullet in the neck. Two Union privates were killed, and three were wounded. The Union forces wounded two and took three captives. The others escaped to Tucson while the Union forces withdrew to Stanwix Station. Historically, the area served as an encampment site for Indians, missionaries, soldiers, and early American travelers.

The Arivaipa Apaches lived in the southern part of the county in a canyon which bears their name. In April of 1871, a party of whites, Mexicans, and Papagos marched to an Indian rancharia near old Camp Grant and clubbed to death and mutilated 109 unarmed Arivaipa Indians. All but eight of the victims were women. The incident, known as the Camp Grant massacre, shocked the nation. President Ulysses S. Grant appointed Vincent Colyer, his principal adviser on Indian matters, to head a peace commission which would investigate the episode.

ARIZONA COUNTIES

RELATED TOPICS

Arivaipa Indians
Camp Grant Massacre
Casa Grande National Monument
Father Jacobo Sedelmayr
Franciscans
General George Crook
Hohokam Indians (Salado, Sinagua)

Jesuits (Society of Jesus)
King Charles III
Lieutenant James Barrett
Picacho Peak
Vincent Colyer

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SANTA CRUZ COUNTY

NOMENCLATURE: Father Eusebio Francisco Kino named the river crossing the region and joining the Gila River system, the Santa Cruz. The term means Holy Cross in Spanish.

CREATED: March 15, 1899 from parts of Pima and Cochise Counties.

COUNTY SEAT: Nogales.

AREA: 1,246 sq. miles — 14th in size.

PRINCIPAL INDUSTRIES: Tourism and travel, international trade, ranching, and mining.

POINTS OF INTEREST: Nogales, Tumacácori National Monument, Pena Blanca Lake, Tubac Presidio, Guevavi Mission Ruins, Mowry Mine, Ruby.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Santa Cruz Valley was inhabited by friendly Pima Indians when the Spanish first explored the region. The Pimas, probable descendants of the Hohokam, were receptive to the attempts of the Spanish to Christianize their society. In 1695, however, the Pima Indians of Pimería Alta (including those in present-day Santa Cruz County) revolted against oppressive acts by the Spanish military. Several churches were pillaged or destroyed. In this uprising, Father Francisco Xavier Seata and his assistants were killed at the mission of Concepcion del Caborca (in present-day Mexico) before the military crushed the uprising. The revolt of 1695 was the only serious difficulty that developed between the Pimas and the Spanish during Father Kino's sojourn in the area.

EXPLORATION: Father Kino visited the Pima Indians of the Santa Cruz Valley in January, 1691. He journeyed to an Indian ranchería which eventually became the site of the San Gabriel de Guevavi Mission in 1701. The mission became the administrative center for the Tumacácori and Bac visitas (outlying adjuncts of a permanent mission). In 1696, he founded the Tumacácori Mission as one link in a chain of missions, stretching to California. Tumacácori became the principal mission for the area in 1784.

The Spanish established a presidio at Tubac in 1752 which is believed to be the first permanent white settlement in Arizona. It was also at Tubac that Captain Juan Bautista de Anza organized the expedition which colonized California and founded the city of San Francisco. In 1776, the presidio which protected the Santa Cruz Valley was moved from Tubac to Tucson. This change was

ARIZONA COUNTIES

part of the Spanish government's master plan to provide a better line of defense against Apache penetrations into New Spain. The Tubac presidio was regarrisoned with friendly Indians directed by Spanish officers.

TERRITORIAL DAYS: In 1875, an itinerant peddler, named Jacob Isaacson, decided to settle in the mountain pass near present-day Nogales. It was a natural trading point between Arizona and Sonora, Mexico. Isaacson built an adobe shack on the site of the modern-day Southern Pacific depot. A settlement soon developed and became known as Isaacson. Its name was later changed to Nogales (it comes from the Spanish word for walnut trees, NOGAL). Nogales was named county seat when Santa Cruz became a county in 1899.

RELATED TOPICS

Father Eusebio Kino	Pima Indians
Father Francisco Xavier Saeta	San Gabriel de Guevavi Mission
Jacob Isaacson	Tubac
Juan Bautista de Anza	Tumacácori Mission
Nogales	

YAVAPAI COUNTY

NOMENCLATURE: The Yavapai were a Yuman tribe. Their name derived from ENYAEVA (sun) and PAI (people)—i.e., The Sun People.

CREATED: November 8, 1864. Yavapai County is designated as the "Mother of Counties" since five other complete counties (Apache, Coconino, Gila, Maricopa, and Navajo) were formed from its original territory.

COUNTY SEAT: Prescott.

AREA: 8,091 sq. miles — 8th in size.

PRINCIPAL INDUSTRIES: Tourism and travel, recreation, ranching, manufacturing, and copper mining.

POINTS OF INTEREST: Montezuma Castle and Well, Smoki Museum, Jerome Ghost Town, Tuzigoot National Monument, Granite Dells, Camp Verde Museum, Joshua Forest Parkway, Yarnell Hill, Fort Whipple.

HISTORY HIGHLIGHTS

INDIAN DAYS: The Sinagua people (a derivative of Anasazi culture) lived in cliff dwellings in the high plateau region near present-day Flagstaff during the sixth and seventh centuries A.D. The Sinagua were a farming people who lived a sedentary life of peace and prosperity. They moved into the Verde Valley during the period of the twenty-three year drought (1276–1299). Several of their pueblo type communities, carefully planned for defensive purposes, may be visited today. Tuzigoot is a national monument of a pre-Columbian Indian ruin dating back to about 1300 A.D. Montezuma Castle is a national monument of a five-story cliff dwelling constructed about the 12th century. It has over twenty-five rooms on five floors; each room averages about 100 square feet.

ARIZONA COUNTIES

EXPLORATION: The early Spanish penetrations of present-day Yavapai County were slight and of no lasting significance. Since the explorers, including Estevanico, Fray Marcos de Niza, and Francisco Vásquez de Coronado, were all searching for the "Seven Cities of Cibola" to the north and east of this region, their contacts with the Yavapai Indians were, therefore, minimal. Explorers, such as Antonio de Espejo (1583), Marcos Farfán (1598), and Juan de Oñate (1604), also journeyed through the territory. They found no significant wealth; they, therefore, considered the land and its people not worthy of further attention.

TERRITORIAL DAYS: The ore production of the United Verde Company mines around Jerome brought prosperity to Yavapai County around the turn of the century. A young mining engineer, Dr. James Douglas, arrived in Arizona in 1880. Douglas, a consultant for Phelps, Dodge and Company, was a primary agent for initiating major mining operations in Arizona. He and Dr. Thomas Sterry Hunt developed a new, cheaper process of extracting copper from low-grade ores. Dr. James Douglas also invented a revolving furnace for roasting ores. He was responsible for building smelters in the Verde Valley to process this ore rather than shipping it to the East. Douglas later moved to Bisbee. The city of Douglas was named for him.

Senator William A. Clark of Montana was primarily responsible for the rapid development of the United Verde Mine. He outbid Dr. James Douglas, representing the Phelps Dodge Corporation, for the rights to the mine in 1888. The amazing success of the United Verde Copper Company was due to Clark's individual initiative as well as his introduction of new equipment. William Clark died in 1925. His family sold their rights to the United Verde to the Phelps Dodge Corporation in 1935 for \$25,000,000.

RELATED TOPICS

Antonio de Espejo
Dr. James Douglas
Dr. Thomas Sterry Hunt
Juan de Oñate
Marcos Farfán
Montezuma Castle

"Rawhide" Jimmy Douglas
Senator William A. Clark
Sinagua People
Tuzigoot National Monument
United Verde Extension
Yavapai Indians

YUMA COUNTY

NOMENCLATURE: The Indians of the region had a custom of building huge fires which were accompanied by large clouds of smoke. The Spanish named the river tribes Humanos, People of the Smoke, Yumans.

CREATED: November 8, 1864.

COUNTY SEAT: Yuma.

AREA: 9,991 sq. miles — 4th in size.

PRINCIPAL INDUSTRIES: Travel and tourism, farming, and cattle feeding.

POINTS OF INTEREST: Yuma Territorial Prison, Colorado River, Parker Jail, Lake Havasu, Martinez Lake, Fort Yuma, Century House Museum.

ARIZONA COUNTIES

HISTORY HIGHLIGHTS

INDIAN DAYS: The Spanish had little contact with the non-Pima Indians who resided in the Arizona sector of Pimería Alta. The Indians in this region descended from Yuman tribes. The Cocomaricopas lived along the lower Gila River while the Yumans, Quiquimas, Cocopahs, and others occupied the lower Colorado River Valley (present-day Yuma County). The Yuman people spoke a different language than the Pimas. They also farmed without irrigation, contrary to their Pima neighbors who were sedentary and irrigated their fields.

EXPLORATION: The first European to pass the site of the present-day city of Yuma was probably Hernando de Alarcón, who, in 1540, sailed up the Colorado River. He visited the Yuman Indians who lived along its banks. Alarcón's ships carried supplies for the Vásquez de Coronado expeditionary force en route to Cibola.

In 1691, Father Eusebio Francisco Kino, while searching for a land route to California, explored the Yuma region. In the fall of 1701, Kino, who questioned the theory that Lower California was an island, made a trip down the Colorado River into Southwest Arizona. When he reached the Yuma ranchería opposite what was to become Fort Yuma, he named it San Dionisio because he arrived on that saint's day. Although Kino failed to find a land route to California (to supply Jesuit missions), he did write a treatise verifying the California Peninsula theory. Kino's exploration chartered the way for later explorers to reach California via the Yuma crossing.

TERRITORIAL DAYS: The popular version of the founding of the city of Yuma began when Charles D. Poston and some friends, seeking to raise capital for a copper company, were en route to California in 1854. When the party reached the Colorado River, they were told by the ferry owner, Louis J. F. Jaeger, that it would cost \$25 to cross the river. Poston's group was penniless. At Poston's suggestion, the group (led by German mining engineer Herman Ehrenberg) designed the city now called Yuma. The surveying party got free transportation across the Colorado River as partial payment for a lot in the newly designed city which Jaeger purchased from Poston's group. Poston, on arriving in San Diego, registered the area (named Colorado City) as a community. He also wrote a report in which he predicted a promising future for the Yuma area.

RELATED TOPICS

Charles D. Poston
Colorado City
Father Eusebio Kino
Herman Ehrenberg
Hernando de Alarcón

Louis J. F. Jaeger
River boats
San Dionisio
Yuma Crossing
Yuman Indians

ARIZONA COUNTIES

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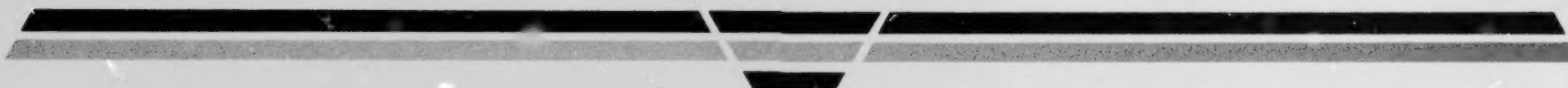
- | | |
|--|---|
| Arizona Historical Foundation
Hayden Memorial Library
Arizona State University
Tempe, AZ 85281 | Maricopa County Historical Society
Box 1446
Wickenburg, AZ 85358 |
| Arizona Historical Society
949 East 2nd Street
Tucson, AZ 85719 | Mohave Pioneers Historical Society
400 West Beale
Kingman, AZ 86041 |
| Department of Administration
Library, Archives and Public
Records Division
State Capitol Building, 3rd Floor
Phoenix, AZ 85007 | Navajo County Historical Society
Box 296
Winslow, AZ 86047 |
| Apache County Historical Society
Box 454
St. Johns, AZ 85936 | Casa Grande Valley Historical Society
404 North Marshall Street
Casa Grande, AZ 85222 |
| Cochise County Historical and
Archaeological Society
Box 818
Douglas, AZ 85607 | Pinal County Historical Society
2201 South Main Street
Florence, AZ 85232 |
| Northern Arizona Pioneers'
Historical Society
Fort Valley Road
Flagstaff, AZ 86001 | Pimeria Alta Historical Society
701 Grand Avenue
Nogales, AZ 85621 |
| Gila County Historical Society
c/o Clara Woody Museum
Box 1562
Globe, AZ 85001 | Tubac Historical Society
Box 1342
Tubac, AZ 85640 |
| Graham County Historical Society
808 8th Avenue
Safford, AZ 85546 | Sharlot Hall Historical Society
415 West Gurley Street
Prescott, AZ 86301 |
| | Yuma County Historical Society
240 South Madison Avenue
Yuma, AZ 85364 |

ARIZONA COUNTIES



• *County Seats*

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FESTIVAL U.S.A.

Festival is today's way of celebrating events that demonstrate the tradition, culture, and character of the United States and its people.

These suggested activities can be expanded through further research and can be utilized in all curriculum areas. Adequate time should be allowed to complete projects effectively.

PAPER AND PENCIL ACTIVITIES

POETRY AND ESSAY CONTESTS

Hold a poetry or essay contest on what America means to you.

Write an essay in which you express your feelings about life in America, the freedoms you enjoy and the ways in which you can help to preserve these freedoms.

Select a famous quote or saying and sponsor an essay or poetry contest.

Winning entries can be published in your local newspaper or school paper.

READING SKILLS

Use vocabulary words from American history. This will also help with Bicentennial reading assignments.

Develop phonic work sheets around patriotic symbols such as the Liberty Bell and the flag.

Spelling contests can be held on the words in the Pledge of Allegiance, National Anthem, Bill of Rights, etc.

YOU ARE THERE!

Either in a written paper or a short skit, pretend that you can turn back the clock to one or more of the events listed in the Chronology.

STORIES, POEMS, AND PLAYS

Write about one of the following: the United States seal, the Arizona State seal, the Saguaro cactus, the United States flag, the Arizona State flag, the eagle, the cactus wren, an Indian tribe, or early life in the United States of America.

Have students pretend they were asked by a famous person to carry out a particular task during the American Revolution.

Write an original skit or pageant depicting 18th century life in a given locality.

WRITING ABOUT FAMOUS PEOPLE

Write an original skit or pageant depicting the life of a famous person in United States or Arizona history.

Write a biographical sketch of one of the following: an explorer, one of the famous Mountain Men, a famous American Indian, a famous soldier, or a person who made an important contribution to the United States or Arizona.

Younger students can learn to recognize pictures of famous Americans.

LOCATING HISTORIC PLACES

Use maps to demonstrate the growth of the United States and Arizona.

Locate and identify historic sites on maps.

READ

Start an American Patriot Reading Club with certificates for those reading a certain number of books.

LETTERS TO GET INFORMATION

Write chambers of commerce for information before visiting places of interest in your community. You can also write to museums and national historical societies.

AMERICAN CUSTOMS

Compare the customs and mores of different ethnic cultures in the United States. In Arizona, we are especially interested in customs

PAPER AND PENCIL ACTIVITIES

which are derived from our Spanish, Mexican, and American Indian heritage.

Research and report on how American customs have changed through the years.

Explore the relationship between strict Puritan beliefs and the multitude of stories in New England about the devil, witches, witchcraft, and ghosts.

POOR RICHARD'S ALMANAC

This almanac, written by Benjamin Franklin, provides a good example of colonial culture. Modernize Poor Richard's Almanac. Write an almanac of your own.

MINUTE WOMEN

Find out what the roles of women were during the American Revolution. Report your findings in poetry, prose, or a puzzle for classmates.

ENGLISH LANGUAGE

Study the changes in our English language. Try using old English.

COMMUNICATIONS

Try spreading news around your school by using a Town Crier or posting notices. Be sure to use colonial verbiage.

COOKBOOKS

Collect recipes from the past, including as many pioneer foods as possible. Include directions for churning butter, grinding flour, making cottage cheese, etc.

Also include recipes from various ethnic cultures such as the Native Americans, Chicanos, and Spanish.

YOUR COMMUNITY'S HISTORY

Write or update the history of your community.

Pick three dates such as 1776, 1912, and 1976. Ask the students to find information about their towns, cities, or counties during each of those dates.

The story of a community's history is often written in terms of the families who settled the area. Encourage students to research and publish histories and genealogies of families who played a major role in the growth of their town.

PERSONAL DECLARATIONS

Write a personal pledge or commitment to be a better citizen.

Compose a statement on contemporary concerns and write it up in the form of a resolution. Although the style should parallel colonial forms, the subject could focus on a local issue (for example, litter).

RECOGNIZING HISTORIC EVENTS

Stories about historic happenings can be read or written at appropriate times of the year. Some examples are: Columbus Day, Veterans' Day, and Independence Day.

Make reports on popular patriotic days telling why, when and where they are celebrated. (See **Patriotic Ceremonies Section**.)

Make a bulletin board. Display a list of events in our history which helped make our nation great.

SCIENCE AND THE ARTS

Report on scientists, artists, doctors, musicians, news reporters, etc., who have made important contributions toward improving life in the United States. Examples are: Jonas Salk, Thomas Edison, Carl Sandburg, Louis Armstrong, Thomas Eakins, Woodrow Wilson, Walter Cronkite, etc.

PAPER AND PENCIL ACTIVITIES

Also, what changes have taken place in the fields of science and the arts over the years.

WHO'S WHO NOTEBOOK

Make a Who's Who notebook of famous patriots during the American Revolution.

MAKING A CALENDAR

Make a calendar of events of a major historical happening, including its aftereffects.

Keep a calendar of events for local Bicentennial activities, display newspaper clippings, and give details on public Bicentennial events.

BLACK PATRIOTS

Prepare a research paper on the role played by Saul Matthews, the Revolutionary War spy, and by other Black patriots between 1777 and 1781.

HANDWRITING PRACTICE

Copy poems or historic documents for a writing lesson. They can be illustrated and used in a display.

Study the handwriting of famous Americans such as, Abraham Lincoln.

OCCUPATIONS

Compare modern occupations with corn husking, sail mending, weaving, candle making, silver smithing, etc.

Compare modern and colonial farming methods. Trace the changes in farming practices in your community. Have children do experiments with plant growth and record their results.

LEARN ABOUT THE FLAG

Research the different American flags. Learn about the making of the first stars and stripes, its symbolic colors, and its growth. Study

flag procedure and learn how and when to salute the flag.

REVOLUTIONARY GRIEVANCES

Compile a list of the issues that led to the American Revolution. Determine which have been resolved over the past two hundred years and which still persist.

DRESS

Research styles of dress during a given period of time throughout the United States. Compare and illustrate your findings.

RECREATION

What were some of the recreational activities enjoyed in colonial days? Compare them to our recreational activities today.

MOTTOS

Copy and learn both the United States and Arizona's mottos and inscriptions. (See Symbols Section.)

CLASSROOM BILL OF RIGHTS

Make a classroom Bill of Rights patterned after the United States' Bill of Rights. Discuss the responsibilities that come with those rights.

ROYAL GOVERNORS

Write a packet of instructions which a royal governor would receive prior to coming to govern a colony.

AMERICAN INDIAN CULTURES

Research and report on Indian tribes in your areas. List their crafts, life-style, legends, and their descendants.

Label a map showing areas where Native Americans live. List their contributions to American culture. Using Indian sign or symbol language, create a message.

PAPER AND PENCIL ACTIVITIES

TRANSPORTATION

Write a report on transportation throughout the history of Arizona.

Write a report about the river boats of the Mississippi and Colorado Rivers.

FOLKLORE

Read, study, and then make up your own folklore. Research superstitions and tall tales.

NEWSPAPERS

Start a regular Bicentennial column in your school newspaper featuring events and stories of early America and local history. Also, include Bicentennial projects taking place in your school or community.

Look up graphics used in old publications and compare them to modern day graphics.

Examine old newspapers in your town dating back 100 years or so. Read local chronicles and histories written in the 19th century. Compare these with 20th century equivalents.

PAMPHLETEERS

Portray a pamphleteer of the American Revolution. Write a report concerning an issue of the day.

SCHOOLS

Compare modern American schools with the schools of yesteryear. How do they differ in curriculum, games, sports, education of girls, discipline, and methods of instruction.

How do schools differ in physical construction (buildings, classrooms, etc.)?

QUALITY OF LIFE

Report on the American's view of the quality of life while under British rule, at the Centennial and today.

CURRENT LEADERS

Report on the leaders who are contributing to the improvement of your community.

EFFECTS OF REVOLUTION

Research the effects of rebellion in American history. How have principles such as natural rights of man and separation of powers affected the development of the United States? Contrast and compare the Revolutionary War and the Civil War; Civil Rights, and States Rights.



SPEAKING ACTIVITIES

BICENTENNIAL PLAY

Have a Bicentennial Play portraying revolutionary patriots. Recreate famous scenes like the Signing of the Declaration of Independence or the Boston Tea Party. Depict the typical classroom of 200 years ago, making costumes etc.

TELL TALES

Using the oral tradition of folklorists, tell tales to small groups or to other classrooms.

INTERVIEWS

Conduct MAN ON THE STREET interviews with imaginary people during or after the American Revolution.

CHORAL SPEAKING

Recite a poem, famous speech, or other document. Have parts for solo, duet, male and female voices, etc.

GUESS WHO?

Assume the role of a character in the American Revolution. Present information about yourself to the class, without giving your name. Have other students try to guess who is speaking.

TO TELL THE TRUTH

Use the format of this popular television show. Select a moderator and three students to be participants on the program. Two students from this panel will be imposters, and give occasional incorrect answers during the questioning. The third panelist is the "real" Washington, Jefferson, Lincoln, etc.

ALL-SCHOOL PLAY

Have an all-school play. English or drama classes can write scripts. Sewing classes can prepare costumes. Music classes can originate musical narrations. Art classes can design sets. Industrial arts

classes can acquire and refinish furniture. School paper staff and printing classes can prepare posters and write publicity, etc.

DEBATE AND FORENSICS

Choose historic topics for speech and debate teams such as: When are Rebels Patriots? or, The Meaning of the American Revolution. Assume roles of opposing patriots in the American Revolution. Select an amendment and determine its long-range effects and the history of its passage. (See Chronology.)

Debate the role of war resisters and public reaction to their activity throughout American history.

SCHOOLS OF YESTERYEAR

Reenact a Colonial School day.

CLASSROOM VISITORS

Consider inviting one or more of the following to your classroom: a serviceman, historian, veteran, folklorist, or someone with appropriate knowledge of flag procedure. Have a civic leader speak on the present and future concerns of your area such as juvenile problems, community planning, etc. Remember that the three national Bicentennial themes are: Festival, U.S.A. (the present) and Horizons '76 (the future), as well as Heritage '76 (the past).

BRITISH VIEW

Have students portray British officials of the Revolutionary period. Have them describe how they view the colonies and their role in the British Empire. Have a Privy Council meeting with some student portraying King George III. Discuss issues such as the Stamp Act.

BOARD OF TRADE

Put on a play with a Vice Admiralty Court as a setting. How would a colonial merchant, customs collector, or smuggler, etc., fare if he were on trial.

SPEAKING ACTIVITIES

DISCUSSIONS

Discuss the meaning of the Pledge of Allegiance, phrase by phrase. Other discussions can range from simple sharing and show-and-tell in the lower grades to roundtables and panels at higher levels.

ORAL HISTORY

Oral history offers a means of bridging the generation gap. Senior citizens are able to share their experiences with younger people who are unaware of the historical development of their community. Organize a task force of young people to conduct oral history interviews and compile historical data with a tape recorder. Turn over your findings to your local or state historical society.

Write for the *Oral History Handbook*
Oral History Office
Sangamon State University
Springfield, IL 62708

Refer to Foxfire Books in the American bibliography.

MEMORIZING

Memorize patriotic material suited to the student's level, such as the Pledge of Allegiance, Gettysburg Address, Preamble to the Constitution, Introduction to the Declaration of Independence, names of the Presidents, patriotic songs and poems, and familiar famous quotations.

STORY-TELLING

Use story-time in your classroom to expose students to books about important people and events in our country's history. (Consult the Bibliography or your school library.)

PUPPET SHOWS

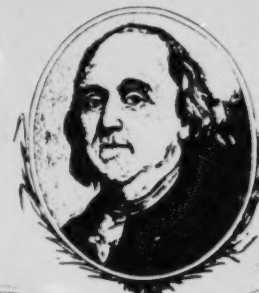
Present Bicentennial plays and/or skits done with puppets.

COLONIAL LEGISLATURE

Portray a colonial legislature in session: How would they view the issues of the day, such as taxes, army, trade, voting, etc.

AMERICAN GOVERNMENT

Discuss changes in the American government during British rule, under the Articles of Confederation, and under the Constitution.



ENVIRONMENTAL ACTIVITIES

CLEANUPS

Be a Johnny Horizon partner. Have your group clean up litter along a highway or river. Take your class and clean up a vacant lot near your school. Make your school more attractive by painting school doors or windows in a patriotic pattern. Playground equipment is another good painting project. Clean up your school grounds. Keep them clean.

RECYCLING

Collect newspapers, cans, and bottles. Take them to a nearby recycling center. Volunteer to work at the center after school or on Saturdays.

GARDENING

Plant a garden of herbs, spices, vegetables, and flowers typical of colonial times. Show these plants and discuss how they were used in cooking, dyeing, medicine, etc. Compare and contrast the Palo Verde with another familiar tree.

DESERT SURVIVAL

Plan a trip to the desert. Have students live as the pioneers did 200 years ago. Make comparisons of desert life now and then.

TRAIL-MAKING

Plan a hike or a bicycle trail around some historic sites. Point out and discuss points of interest on the trails. Form a bike club to work with city government to designate bicycle paths within the city limits.

FIELD TRIPS

Take field trips to the post office, Armed Services Bases, police station, fire station, Veteran's hospital, Courthouse, local landmarks, legislature, museums, etc.

PRESERVATION

Help restore an old house, railroad depot, or other building. Put it to new uses such as a community center with special areas for

senior citizens or youth groups, a community museum or meeting house. Improve an old cemetery. Designate graves of persons of historic interest.

PIONEER VILLAGE

Plan an excursion to the Pioneer Arizona Museum for a school day. Write to: Mrs. Joann Graham, c/o Pioneer Arizona Museum, P.O. Box 11242, Phoenix, AZ 85061.

Several projects are already developed on a large scale. Your class may wish to participate.

Project: TREES FROM THE NATION'S HISTORY is the title of a Bicentennial Tree Planting Kit which includes: seeds from four trees, planting instructions, and a 72-page book on trees and their role in American history. Write to: American Forest Institute, 1619 Massachusetts Ave., N.W., Washington, D.C. 20036 (order in amounts of 24).

Project: SAMMY SAVER is a Youth Program for Energy Education and Teacher Kit. Write to: SAMMY SAVER, United States Jaycees, Box 7, Tulsa, OK 74102.

Project: JOHNNY HORIZON '76, U.S. Dept. of the Interior. Theme: "Let's Clean up America for Our 200th Birthday." Bibliography: Teaching aids; Programs; Posters. Write to: JOHNNY HORIZON '76, Washington, D.C. 20240.

For a Multi-media program, write: "ABC's of Environment" Pathe-scope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, NY 10802.

For developing your own project, write for a description of 52 pilot projects in environmental studies (fee required): "Environmental Education Projects." Reprint: American Education, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Adapt your students' selected objectives to one of the models; your class may wish to focus on a particular estate or forest area in your community that is historically significant. As a Bicentennial gift to the community, the students may want to sponsor a clean-up/paint-up campaign.

MUSIC ACTIVITIES

SONGS

Teach students patriotic songs popular throughout history. Hold song-fests in class, in school, and/or in the community.

CREATIVE ACTIVITIES

Create simple marching routines, write new words to familiar tunes, or dramatize songs.

RHYTHMS

Form a rhythm band, or jug band, washboard and thimbles, and spoons; do marching routines, and play singing games.

SONG-WRITING CONTEST

Hold a song-writing contest for an Arizona song.

The Arizona Department of Education and the Arizona Music Educators Association are sponsoring song contests for grades 6-8 and 9-12. Contact the Fine Arts Consultant at the Department of Education (271-5233).

AMERICAN INDIAN DANCES

Create and produce an Indian dance. Research authentic Native American dances. Have students learn these and produce them for other classes, parents, or the community.

DANCE

Learn the folk dances of America.

ARIZONA MARCH SONG

Learn and sing the Arizona March Song. See next page.



ARIZONA
MARCH SONG

Words by
MARGARET ROWE CLIFFORD

Music by
MAURICE BLUMENTHAL
Piano arr. by Ray Stuart

Music has been removed by ERIC due to copyright
law.



EXHIBITS ACTIVITIES

ABOVE-GROUND ARCHAEOLOGY

Collect old letters, photographs, diaries, artifacts, and evidence of earlier generations. When such evidence is assembled, local historians can often fill in the gaps in a community's historic records. Organize an attic search for old documents, furniture, and artifacts of day-to-day life that trace the history of your community from its earliest days.

COLLECTIONS

Make a collection of early farm tools and cattle brands. Collect old containers bearing interesting labels.

DISPLAY

Make a display of the uses of copper. Display and discuss important American documents. Study and display patriotic pictures. Make a diorama of life in Arizona. Look for and display old photographs that relate to the history of your community. Check with people who have lived in your area for a long time. They might offer some photographs from their family albums.

DECOR

Build a Bicentennial bookshelf; stock it with books on local and state history, as well as books on the American Revolution. Furnish a Bicentennial room with artifacts and collections. Repair and offer artifacts to a museum, or auction them to support a school or community Bicentennial project.

MURALS

Make a mural of all the national and state symbols for a bulletin board.

RESTORATION

Paint unsightly walls of buildings or fences. Use patriotic pictures and colors.

PRINTER'S SHOP

Set up an old-fashioned printer's shop. Compare it with modern shops.

ENVIRONMENTAL DISPLAYS

Plant a Bicentennial tree, garden, or park. Grow red, white, and blue flowers. Start a cactus garden in your classroom. Research and write a report on each variety.

TRAVELING HISTORIC EXHIBITS

Prepare exhibits of pioneer and Indian artifacts for display in classrooms or to share with other schools.

OPEN HOUSE

Hold a Bicentennial open house and school fair. Each class can participate. Social studies classes can reenact an historical event. Biology classes can demonstrate the biological advances made by American medicine since the Revolutionary War. Choirs can perform songs and dances. Art classes can display handicrafts. Language clubs can research ethnic contributions to Arizona or the United States. Each class can consider the subject matter from two perspectives: its level of development 200 years ago or its potential level of development in the future.

COUNTY FAIR

A good place to display Bicentennial art work is at the county fair. The fair itself is an American tradition.

FUTURE BUSINESS GROWTH

Construct a map which depicts the growth and development for a given period of time of business or industrial sites in your area. Show the expansion of the site.

MOCK FAIR

Plan and hold a mock fair displaying the wares of the Revolutionary Period.

DEMONSTRATIONS

Demonstrate the use of the spinning wheel, weaving loom, or other Colonial arts and crafts. Demonstrate the art of pottery making, basket weaving, or other American Indian skills.

ARTS AND CRAFTS

AMERICAN INDIAN ARTS AND CRAFTS

Design and produce Indian beadwork in belts, headbands, etc. Make clay or ceramic pottery with Native American designs. Design and create an Arizona Indian sandpainting. Paint, color, or weave a design for blanket or rug. Using clay, wood, cardboard, or other material, make models of these Arizona Indian ruins and missions: Montezuma's Castle, Casa Grande, Tuzigoot, Canyon de Chelly, San Xavier del Bac, Tumacacori.

BIRTHDAY CARDS

Have a contest for the "Most Creative Birthday Card" for the 200th Birthday of the United States.

SAMPLERS

Macaroni samplers can be made by younger children by gluing several varieties of pasta to construction paper or cardboard. Older children can create and stitch the traditional needlework samplers using a few basic stitches.

POSTERS

Create posters about the Bicentennial and America. Have a poster contest and display the entries in your school or community.

EARLY CRAFTS

Demonstrate the arts and crafts of early American history—quilting, weaving, spinning, stitchery, wood carving, ceramics, and rug hooking. Find people in your community who can demonstrate these crafts in your classroom.

ABC BOOK

Make an alphabet book of America, including definitions and illustrations of patriotic symbols, famous people, and concepts (such as liberty, freedom, etc.).

MURALS, ETC.

Make patriotic murals, frescoes, collages, etc.

FLAGS

On 12" x 18" white construction paper glue 7 red, 1-inch stripes and a 7" x 5" inch blue field. Stick 50 gummed silver stars to form the pattern of the American Flag. Older children can use blue pencil to color around 50 stars dittoed on white paper. On old sheeting material, make a flag whatever size you choose. Check with a linen supply company for worn or ripped sheets, which they may donate. Measure and mark the stars and stripes, color with red and blue crayons, and iron between brown paper to "set." Staple to a dowel rod and stand in a piece of wood or clay.

IRON WORK

Produce Spanish grillwork or pictures in wire.

MODELS

Using clay, wood, cardboard, etc., construct models of colonial buildings and houses, dams, landmarks, (Grand Canyon, etc.), an Army Post, or copper mine.

DIORAMAS

Use boxes to make dioramas of the following scenes: American Indian village, cowboy scenes, deserts, mountains, Spanish missions, wagon trains, river boats, copper mines, and log cabins.

WOODWORKING

Build early American furniture using homemade nails or none at all. Refurbish old furniture and study its style of craftsmanship.

SCULPTURE

Using wood, soap, clay, or other material, make models of patriotic or Bicentennial subjects or of Arizona symbols such as the cactus wren, Kachinas, mountain men, etc.

ARTS AND CRAFTS

CARTOON CONTESTS

After examining political cartoons in newspapers and magazines, create cartoons on current or Revolutionary war topics.

COSTUMING

Using paper or cloth, design costumes for dolls which children can use in role-playing, pageants, or parades. Suggestions are: pioneers; American Indians; missionaries; Spanish, Mexican, British, and American soldiers; mountain men; trappers, etc.

MAPS

Using paint, crayon, clay, salt, etc., create maps showing products, dams, climate, wildlife, plants, rainfall, landmarks, Indian reservations, wagon trains, Spanish and American explorations, and current and former boundaries.

NATURAL DYEING

To prepare the cloth for dyeing, it is necessary to first mordant it. This will insure a better and more permanent color. The most common mordant consists of two tablespoons of alum and one and one-half teaspoons of cream of tartar in one gallon of water. The cloth should be clean and wet when you place it in the mordant. Never boil wool cloth; it will shrink. It is best to let it simmer in the mordant bath for about 30 minutes. If you are using cotton (it must be 100% cotton), allow it to boil in the mordant bath for about one hour. Cotton cloth is harder to dye than wool. When the cloth is removed from the mordant, rinse it thoroughly in lukewarm water. Then dye it. (See Recipes Section.)

POTTERY

Making earthenware vessels was an important craft for early settlers as well as the Indians; however, the styles and methods of construction varied greatly. Make pottery using a potter's wheel. Glaze and fire your pottery. Study Native American signs and symbols.

LEATHERWORK

The cordwainer, or shoemaker, was one of the major leatherworkers. Discover what other leather crafts were used. Do some leather tooling and make articles from rawhide or leather. Make a study of saddle styles. Illustrate your findings.

MASONRY

Many of the better Colonial homes were made of stone. Men who were skilled in brick or stone work were called masons. Build a stone wall or border on your school grounds in a place where it is needed. Help in the construction of a stone wall around an historic site.

COOKING

Cooking was more difficult in Colonial days than now. Some women even had to make their own yeast for bread. (Use some of the food recipes from the Recipes Section.)

EMBROIDERY

Study and collect examples of early American embroidery. Compare and contrast samplers made in different parts of the country. Learn the many types of embroidery such as crewel embroidery, canvas stitches including needlepoint, cross-stitch, openwork, huck and teneriffe embroidery, hardanger, smocking, and applique. Have students embroider. Younger children can embroider with yarn on burlap. Tree ornaments, pin cushions, pot holders, pockets, dish towels, and napkins make good embroidery projects.

QUILTS

Study quilt designs. Research the English and Dutch settlers who brought quilt-making to America. Have a quilting bee. Donate your quilt to a museum or sell it to help finance a Bicentennial project (See Patterns Section).

ARTS AND CRAFTS

RUGS

Study antique rugs. Copy one of their designs to make your own heirloom. Or design a rug around a Bicentennial theme. Study the making of American Indian rugs. Invite someone to your class to demonstrate this art. Collect scraps of material and make a braided rug.

KNITTING AND CROCHET

The origins of both these arts are obscure. Study how their style and design have changed. How did the development of the knitting machine in England in 1589 affect this art?

BOBBIN LACE AND NETTING

Surprisingly, macrame is not new. It comes from the old art of bobbin lace and fish net tying. Study these arts. Use macrame to make something for the county fair.

BEADWORK

Glass trade beads for trading with the Indians became a real art in itself. Study the history of trade beads. Learn to recognize different beads and how they were made. Make facsimiles of trade beads with clay. Paint, fire, and string the beads. Use plastic beads to sew onto leather or other material. Use Native American design in your beadwork.

STENCILED FURNITURE PAINTING

During the 19th Century, stenciled painting on furniture was a familiar sight. Study designs and cut stencils of your own. Try painting furniture with your stencils.

JOINER

This name was used by Colonial men who made wooden furniture. The making of ornate furniture with graceful decorations became a fine art. Study the changes in furniture styles. How did early Western furniture differ from Colonial furniture? Make a scrapbook of illustrations on furniture styles. Do wood carvings in soft wood.

MILLING

Make a study of Colonial mills. Make drawings of mills such as paper mills, flour mills, lumber mills, grist mills, fulling mills, and oil mills. Discover how each worked and make models of them.

BLACKSMITHING

Draw pictures of a blacksmith at work. Make a study of the tools he used. Start a collection of horseshoes.

WEAVING

Study American Indian rug designs of various tribes. Make illustrations to display your findings. Compare Indian weaving to the weaving done by the colonists. Try your hand at weaving. (See **Patterns Section for a simple weaving loom.**)

CANDLES

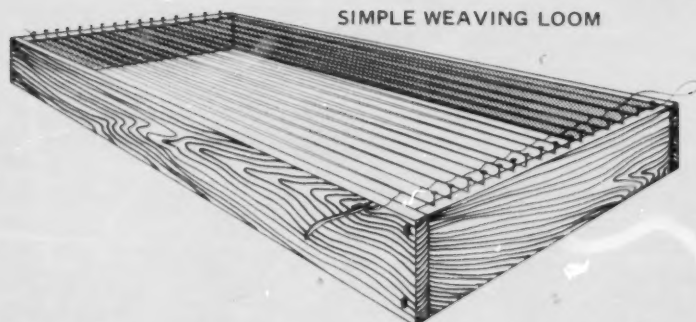
Candle light was a luxury enjoyed only by the wealthy. The wax for candlemaking was too hard to acquire. Most people burned wooden splints, rushes, rags soaked in grease or oil, or oil lamps. Study the history of lighting. Make a scrapbook of pictures of old types of lighting devices. Try making candles in one of the three major ways. If you can find a candle mold, try making molded candles. More common, though, in colonial days were the dipped and rolled candles.

SILHOUETTES

On a red-and-white woven background of construction paper strips, attach a blue silhouette in the traditional form of a Washington or Lincoln profile, a patriotic symbol, or the child's own profile.

PATTERNS AND RECIPES

SIMPLE WEAVING LOOM



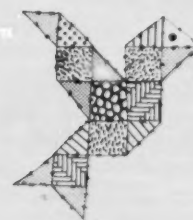
Construct loom as pictured. Tie the warp thread to the first nail then thread the loom alternately from top to bottom until all nails are threaded. Weave another thread (called a woof-thread) under and over the warp threads.



CROSS STITCH EMBROIDERY ALPHABET



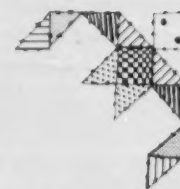
PATCHWORK QUILT DESIGNS



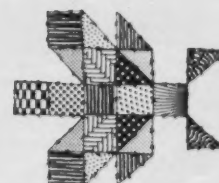
Bird



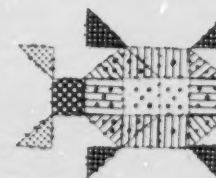
Flower



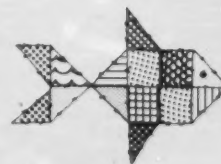
Bird



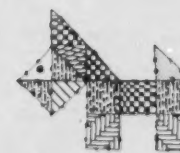
Dragonfly



Lady Bug



Fish



Dog

PATTERNS AND RECIPES

NATURAL DYE

Use mordant cloth when dyeing. Collect wild vegetation and experiment with colors. Here are some general dye recipes to follow.

Berries

Simmer approximately two pounds of berries and one gallon of water for one to two hours. Strain and cool the dye water. Put wet cloth into dye bath and simmer about one-half hour. Rinse well.

Black Walnut Hulls

Use 20 hulls to one gallon of water. Follow the same general directions as for the berries.

Onion Skins

Boil the outer brown onion skins in water until a thick brown dye bath is obtained. It takes about one pound of skins for a gallon of water. Strain out the onion skins. Place wet wool into the cool dye bath. Simmer about 45 minutes. Rinse thoroughly.

Prickly Pear Fruit

This recipe does not need mordant cloth. Fill a kettle with fruit and just cover with water. Mash and boil until a dark red juice is obtained. Strain and let the juice ferment. (This takes about 10 days.) Simmer the cloth about one hour. Rinse thoroughly.

NEW ENGLAND COOKIES

One cup of butter, one pound of sugar, three eggs well beaten, a teaspoonful of soda and two of cream of tartar, spoonful of milk, one teaspoonful of nutmeg and one of cinnamon; flour enough to make a soft dough just stiff enough to roll out. Try a pint of sifted flour to begin with, working it in gradually. Spread a little sweet milk over each, and sprinkle with sugar. Bake in hot oven a light brown.

(Mrs. Parloa's Cookbook)

CORN BREAD

One pint corn meal sifted, one pint flour, one pint sour milk, two eggs beaten light, one-half cup sugar, piece of butter size of an egg; add, the last thing, one teaspoon soda in a little milk; add to the beaten egg the milk and meal alternately, then the butter and sugar. If sweet milk is used, add one teaspoon cream tartar; bake twenty minutes in a hot oven.

(Practical Housekeeping)

TAFFY

Take three cupfuls of powdered sugar, two-thirds of a cup of water, one-half cupful of vinegar. Boil (but do not stir) till it will harden by being dropped in water. Take it from the stove, and flavor with lemon juice or extract of lemon. Spread on pans; and, when cool, pull till it is white.

HONEY CANDY

Three cupfuls of sugar, one cupful of water, three tablespoonfuls of honey.

SUGAR CANDY

Melt in a stew pan three ounces of butter, one pound moist sugar. Stir well over a slow fire, boil fifteen minutes. Pour out on a buttered dish and mark in squares.

MOLASSES CANDY

One-half pound of sugar, one-quarter pound of butter, one quart of molasses; boil until it will crack by dropping a little in cold water. Pour out on buttered dish; when cool it can be pulled until white.

CHOCOLATE CARAMELS

One cupful of milk, one cupful of brown sugar, one cupful of molasses, one cupful of grated chocolate; add a piece of butter of the size of a walnut, and boil all together, without stirring, until done. Test it by dropping a little in cold water.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

The use of this section will enable teachers to meet the requirements of legislation
ARS 15-1031 of the First Session of the Thirty-second Arizona State Legislature:

LABOR DAY

September — Labor Day — First Monday in September: The first Labor Day observance was a parade held at Union Square in New York City on September 5, 1882, with more than 10,000 participants. In 1894, Congress set aside the first Monday in September as a national holiday "to honor the wage earners and the industrial spirit of the Nation."

CONCEPTS

Work can be more than a job; it can be a satisfaction in itself.

Good work habits acquired in school influence the future plans and success of each individual.

We should respect work and the laborer because each job contributes to the efficient progress of a complex society.

The interdependence of all workers from the unskilled laborer to the top executive is such that no particular individual can ever completely alienate himself from the joint interests of capital and labor — they succeed or fail together.

ACTIVITIES

Plan and construct with the pupils a bulletin board showing many of the types of jobs which they know about. Establish separate sections for jobs connected with the home, operating the community's business, distributing goods, offering services, providing entertainment, etc. Research the kinds of training necessary for the jobs studied.

Learn about the division of work by planning the jobs to be done in the classroom, the home, or some other institution.

Visit the immediate neighborhood or a shopping center to see what different workers do. Is the owner of a small shop or store — such as a laundry, a shoe repair shop, an ice cream parlor — a person who labors? Role-play some of the work of parents, wearing some article of clothing to help with the transfer of identity.

COLUMBUS DAY

October — Columbus Day — (October 12): Columbus' arrival in America, more than any other single act of exploration, changed the face of the known world.

CONCEPTS

America's store of gold soon was to make impoverished Spain one of the world's great empires.

Although Spain became rich as the result of Columbus' discovery, the explorer died without profiting from his enterprise. Furthermore, to his dying day, he did not know he had discovered a new hemisphere but thought he had found a better route to India.

Columbus' arrival in the New World stimulated the maritime interests of other coastal nations, and soon brought Spain to a new position in world affairs.

The Spanish heritage in the Western hemisphere is the direct result of the voyage of Columbus and the following exploration and settlement of new lands by Spanish conquistadores.

ACTIVITIES

Estimate the number of miles Columbus sailed during his four voyages. Show on a map of the Western Hemisphere, those nations which speak Spanish today. Collect pictures of Spanish architecture of early times and today.

Discuss the likelihood of Columbus, were he living today, wanting to become a space navigator.

Have a spice box for examining various kinds of spices. Lay out the length of the ships on the school grounds.

Compare a map of the world of Columbus' time to a modern map.

Compare the situation of Spain in the world of Columbus' time with that of today.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

GENERAL ELECTION DAY

November — General Election Day — The Tuesday following the first Monday in November: Since 1845 the Tuesday following the first Monday in November of years divisible by four has been General Election Day in the United States.

CONCEPTS

Voting in elections is a responsibility as well as a privilege in a representative democracy.

Elections constitute a delegation of power by the people to their government; with all powers not specifically granted being reserved or retained by the people themselves.

Citizens need a knowledge of the procedure of nominating and electing public officials.

ACTIVITIES

Conduct a mock election in the school on the same basis as it is done in the community in which the pupils live. If the community does use a voting machine, try to examine and experiment with one.

Debate the following issue: Our American system of elections is truly democratic.

Primary grades may elect officers for their room in whatever manner is best suited to the classroom.

For study and discussion:

- What are the requirements for voting privileges? What is our present possible voting population?
- How can we identify a democracy? A republic? A representative democracy? A democratic republic?
- Under majority rule, what are the obligations of minorities?
- How does a primary election differ from a general election?
- How valid are these statements? "My vote doesn't count." "I'm not interested, etc."
- What are the values of the two party system?

VETERANS' DAY

November — Veterans' Day — (November 11): Originally known as Armistice Day commemorating the cease fire ending World War I, November 11, 1918. The name was changed to Veterans' Day on June 1, 1954.

CONCEPTS

Veterans' Day is an occasion for honoring United States veterans of all branches of military service. It is also a time for Americans everywhere to rededicate themselves to the cause of peace.

The focal point of the November 11 observance has long been Arlington National Cemetery. This cemetery holds the remains of more than 126,000 men and women who gave their lives serving their nation in uniform or as statesmen.

The Tomb of the Unknown Soldier was completed on April 9, 1932. The Unknown Soldier from World War I was selected on October 24, 1921. In 1958, two other unidentified war dead, one killed in World War II, and one in Korea, were selected and interred beside the World War I soldier.

Each individual may find ways of contributing to the peace, welfare, and security of our country. By working for peace, by practicing and promoting international understanding, we honor those who died that we might live in a peaceful land.

ACTIVITIES

Discuss who veterans are and why we have a day to honor them.

Recite in costume some of the classic speeches written during the armed conflicts in which our country has been involved.

Prepare a bulletin board with the material representing the branches of the armed services. Sing songs of the branches of the service. Review flag procedures. Use the Flanders' Field poppy as a symbol in an art lesson. Fill some needs of veterans in local hospitals. Find out about the ways in which the branches of service assist in some projects for civilian use, such as building dams and bridges, perfecting radar, making advancements in electronics, aviation, engineering, and photography.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

THANKSGIVING DAY

November — Thanksgiving Day — Fourth Thursday in November: Thanksgiving is probably the most American and the least changed of the holidays we celebrate. As the name implies, it is a giving of thanks for our blessings. Some Americans celebrate by attending special church services and for many it is largely a day of homecoming, a time for renewing family ties and strengthening feelings of kinship. Thanksgiving is also a time for sharing.

CONCEPTS

Thanksgiving Day is the American version of celebrations marking the end of the harvest.

A special effort is made to have all American armed forces personnel stationed anywhere in the world participate in Thanksgiving services and in the traditional menu for the day.

ACTIVITIES

Make decorative centerpieces for the cafeteria tables. Serve popcorn with the reading of the book *Pilgrim Thanksgiving*, by William Pritchard Hays.

Put up a large paper cornucopia and let the children fill it with fruit and vegetable cut-outs.

Write stories starting with "I am thankful for." Learn how to set the table correctly and attractively for Thanksgiving dinner.

Find out how the American Indians planted, fertilized, and stored corn. How did they prepare it for eating? Make a feeder for the birds' Thanksgiving.

Draw a still life of fruits and vegetables. Make individual pictures comparing today's cooking processes with those of early times.

Find out about the Hebrew Autumn Feast to the Tabernacles.

CHRISTMAS

December — Christmas — (December 25): The Church of Rome assigned December 25 as the day for this celebration about 350 A.D. The Eastern Church observes January 6. At about this time of year, the Romans celebrated the Saturnalia, the Jews celebrated Hanukkah, and the people of Northern Europe held the Festival of the Yule.

CONCEPTS

Christmas or the Feast of the Nativity is the annual commemoration of the birth of Jesus Christ. The second chapter of the book of Luke in the New Testament tells of the journey of Mary and Joseph to Bethlehem to pay their family taxes and of the birth of the Christ child.

ACTIVITIES

Suggest a composite poem using such beginnings as "Christmas smells like...", "Christmas feels like...", "Christmas sounds like...", "Christmas tastes like...", "Christmas looks like...", or other themes.

Follow the reading of Christmas stories with a creative play.

Discuss with the class the meanings of the various Christmas symbols and something about their origin.

Invite a foreign-born person or a person who has travelled to help with the study of Christmas in other lands.

Adopt a needy family and provide their Christmas turkey.

Learn Christmas carols in other languages.

Design original Christmas seals and paper.

Study some of the world's great Christmas art.

Have a play written and produced by students. Allow time for creative writing about Christmas. Make a book of Christmas recipes.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

NEW YEAR'S DAY

January — New Year's Day — (January 1): New Year's Day has a longer history of observance than any other holiday.

CONCEPTS

The observances of New Year's have been based upon the return of conditions which maintain material life such as the planting season or the harvest.

Some groups use New Year's as a time for renewal of spiritual life.

In some countries New Year's is a time for gift giving while Christmas is retained for religious services.

ACTIVITIES

Discuss the way in which the months were named. (January for Janus who could look backward and forward)

Have pupils make new resolutions for classroom living.

Review the year by naming news events and the people who are newsworthy.

Make a local "who's who" for the past year.

Find out details about the various New Year's Day celebrations which are not held on January 1.

Prepare papers on the astronomers of the Mayas, the Aztec calendar stone, or the sundial of the Incas.

MARTIN LUTHER KING DAY

January — Martin Luther King Day — (January 15): Martin Luther King was born on January 15, 1929 and died on April 4, 1968. One of the outstanding Black leaders in the United States who believed that peaceful protest could end social injustice. He was often referred to as the "champion of Civil Rights."

CONCEPTS

In December 1964, he was the youngest man ever to receive the Nobel Peace Prize.

He was a minister and as such opposed violence and social injustice.

He was at the height of his career when he was assassinated April 4, 1968. His acts spurred the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

He admired and was impressed with the nonviolent teachings of Henry David Thoreau and Mohandas Gandhi.

ACTIVITIES

Study the life of Martin Luther King:

- a. *My Life With Martin Luther King Jr.*, Coretta King. (Holt, 1969)
- b. *King, A Critical Biography*, D. L. Lewis (Praeger, 1970)
- c. *Martin Luther King*, Edward Preston (Doubleday, 1968)

Read and discuss the speech "I Have a Dream."

Discuss equality of man.

Read and discuss the teachings of Thoreau and Gandhi.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

LINCOLN'S BIRTHDAY

February — Lincoln's Birthday — (February 12): The first national celebration of Abraham Lincoln's Birthday was held in the Capitol in Washington, February 12, 1866, less than a year following his assassination.

CONCEPTS

Abraham Lincoln's background of a humble pioneer home helped him to have a deep understanding of the common people of his time.

Lincoln's desire to learn led him to make personal sacrifices in order to study, improve his knowledge and skills and to speak well in public.

Lincoln's attitude in victory was expressed in part in his second inaugural address in the fervent plea "to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace among ourselves, with all nations."

ACTIVITIES

What qualities are most respected in national heroes of our country? Which of these qualities are reflected in Lincoln's leadership?

Lincoln is known as "Honest Abe." Give examples of his conduct which earned this designation.

What difficulties does a modern national leader have in communicating with the people? Contrast these with the difficulties encountered by Lincoln? Find examples of Lincoln's philosophy concerning government in his writings and speeches.

Read portions of Lincoln's biographies which will illuminate some of the ways in which he worked hard to educate himself. Using some props, such as articles of clothing, present the Gettysburg address as a dramatic reading. Make a panorama depicting events of Lincoln's life.

Lincoln often said, "The best way to deal with an enemy is to make a friend of him." Discuss this concept.

ADMISSION DAY

February — Admission Day — (February 14): Admission Day in 1912 was the culmination of a long struggle for statehood by the builders of Arizona.

CONCEPTS

We can increase our knowledge of the geography and the history of our state.

We can increase our knowledge of the resources and the development of the state.

We can develop our knowledge of the state flag, song, flower, bird, and tree and their symbolism.

ACTIVITIES

Visit historical sites in your city. Locate historical markers along highways and write short reports on the events they commemorate.

Invite the legislator from your district to speak to your school (preferably at an assembly) telling about the main problems before the legislature.

Ask your family and friends for early photographs of Arizona scenes and people, for old account books, and diaries. Bring these to class for a display honoring pioneer days.

Invite a mineral collector (rockhound) to bring representative rocks from different parts of Arizona to your class and explain what minerals each contains and their importance.

Make Kachina dolls in class, using spools from thread, feathers, etc.

At your school carnival, your class could build an Apache wickiup and from it sell jerky, parched corn, and soda pop.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

ARBOR DAY

February — Arbor Day — Observed the Friday following February 1 in Arizona. Arbor Day is observed by planting, protecting, and preserving trees and shrubs. Trees are used for construction, wind-breaks, beautification, shade, bird sanctuaries, and for conservation of other natural resources.

CONCEPTS

The Palo Verde tree, deriving its name from the Spanish meaning "green stick" or "green pole" is the Arizona State Tree.

The planting of trees and reforestation on a larger scale helps preserve our ecological balance.

The United States Forest Service is a governmental agency promoting conservation and ecology.

ACTIVITIES

Gather information about the Palo Verde, the Arizona State Tree, and assemble for each class.

Make carbon paper impressions of leaves by laying leaf on carbon paper vein side down. Cover, press with warm iron. Lay blackened leaf on paper, cover, press.

Construct a class poster showing stages of growth of trees, structure of trees and leaves, shapes and kinds of trees.

Plan and execute with administrative approval, school grounds beautification including a "School Pride Day."

Find out about current legislation affecting trees, or write some needed legislation.

Learn to identify Arizona's trees through study trips, locally or to a national forest.

Visit construction work in process, find out what uses of wood are being made.

WASHINGTON'S BIRTHDAY

February — Washington's Birthday — (February 22): In the winter of 1778 at the Valley Forge encampment, a band of the Fourth Continental Artillery marched to General Washington's headquarters and serenaded their commander. This incident of an artillery band playing before the tent of their commander on a wintery February 22nd may have been the first "official observance of his birthday."

CONCEPTS

George Washington was a brilliant student and although his academic schooling was brief, he had the ability to apply his learning and good judgement to the practical affairs of living. He served his country as commander-in-chief of the army, as president of the constitutional convention and as the first President of the United States.

Washington brought both political experience and a keen understanding of history to bear upon the work he did in formulating early policies of our country. Among Washington's many abilities was his keenness in discerning worth in people.

Washington was not an orator, but he was honest and just and the people trusted him. He believed in the new republic and the people sensing this chose him for our first president.

ACTIVITIES

Make colorful hats and wear them in classroom and to the cafeteria. Learn to dance a minuet. Sing songs popular in Washington's time. Read the biographies available and share portions of them with the class.

Make a study of the way in which Washington kept the confidence of his army in the bleak early days of the Revolution. Learn something about the famous sculptors and painters of Washington, such as Gilbert Stuart.

Prepare an illustrated booklet of the home life of Washington, with a portion devoted to the life of Martha Curtis Washington. Collect stamps with pictures of Washington on them and add to a display of pictures, books, and artifacts honoring Washington.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

EASTER

March/April — Easter — First Sunday after the first full moon after the twenty-first day of March: Easter is a day celebrating the resurrection of Christ.

CONCEPTS

Easter customs have developed from cultural and traditional practices. Easter is a day of rejoicing for Christians throughout the world. The Easter season signifies new life.

ACTIVITIES

Explore the background of Easter and of prevalent Easter customs.

Create a mural from crushed and tinted eggshells. Have an Easter egg roll.

Make window transparencies of Easter or spring scenes.

Put a bird feeding station outside a classroom window.

Perform an original play about Easter.

Invite the music teacher to interpret some of the Easter Music which the students could listen to by means of records, tapes, or radio programs.



MEMORIAL DAY

May — Memorial Day — (May 31): Memorial Day, originally called Decoration Day, once a time for decorating the graves of Civil War veterans, has become a day for remembering all honored dead.

CONCEPTS

New York, in 1873, was the first state to make the day a legal holiday. Today, all the states, the District of Columbia and United States possessions, by Presidential Proclamation, celebrate Memorial Day. Alabama, Georgia, Mississippi, and Florida observe Memorial Day on April 26; North and South Carolina on May 10; and Louisiana and Tennessee on June 3.

Memorial Day observance is marked by parades of military units, bands, civil officials, boy scouts, campfire groups, school children, and other local groups. Speeches and music fitting to the occasion are a part of the traditional observance.

Memorial Day was originally set aside in our country to honor the war dead, but it has become a time of personal and family commemoration of the dead as well.

ACTIVITIES

Prepare a booklet for Memorial Day including the history, the local events through the years, poems and songs of the various historical periods represented and parts of speeches which might be of historical value.

Find whether there is any way the class can be represented at the Memorial Day exercises and plan for such representation.

Compile information on Arizonans who had a part in the armed conflicts our nation has experienced.

A visible observance for a classroom would be to put small American flags on a world map to designate the places where Memorial Day for American soldiers is held. This would include Alaska, Hawaii, Puerto Rico, Holland, Luxembourg, France, Belgium, Italy, the Philippines, several South Sea Islands as well as our country. Information on this can be obtained from the United States Department of Defense.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

FLAG DAY

June — Flag Day — (June 14): The anniversary of the day the Continental Congress adopted the flag of the United States in 1777. It was first officially celebrated in 1877 when the Congress requested that the flag be flown from all public buildings. In 1885, it became a yearly observance through the efforts of a school teacher from Wisconsin, Bernard Cigrand, often called the "Father of Flag Day."

CONCEPTS

Flag Day was established to honor our flag. It was first observed in New York by a kindergarten school and then by all public schools.

In speaking of the flag, George Washington said, "We take the stars from heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity, representing liberty."

Today it is often said that the red stands for the courage to do what is right, the white for the liberty that our land offers to all who come, and the blue is for constancy.

ACTIVITIES

Study and discuss the growth of the stars in the field of blue in our flag.

Discuss flag protocol.

Have a flag ceremony; include Girl Scouts, Boy Scouts, etc.

A national flag should be folded carefully and put away when not in use. The United States flag may be given a special military fold. It should first be folded twice lengthwise to form a long strip. Then starting at the stripe end, it should be given a series of triangular folds. The resulting compact triangle looks like a cocked hat. If the flag is permanently attached to its staff, it should be furled, or wrapped around the staff. It should then be cased or wrapped with a cover.

INDEPENDENCE DAY

July — Independence Day — (July 4): Independence Day July 4th, commemorates the birthday of our nation.

CONCEPTS

For a century and a half, after the first colonists settled on American shores, these pioneer people were subjects of the British Crown. As such, they were ruled, taxed, and presumably, protected by England. A growing resentment was dramatically expressed by Patrick Henry as early as 1765 in his famous "Give me liberty . . ." speech. These rebellious feelings were augmented by the Stamp Act and the implementation of the Quartering Act. At first, the colonists tried to get the King and Parliament to correct the inequities. But when harsher dictatorial rule was the result, some of the colonial leaders began to talk of independence.

On June 7, 1776, Richard Henry Lee following instructions given by the Virginia Convention to their delegates introduced into the Continental Congress a declaration of independence. On July 2, the Lee resolution was approved. On July 4, the Declaration of Independence was signed.

ACTIVITIES

Research the various ways Independence Day has been celebrated during the periods of our history since 1776. Present this information to the class in interesting and informative ways, such as dioramas, paintings, news articles. Stage a "town meeting" on the issue of independence as you visualize it having occurred in 1776. Check the personal background of each of the signers of the Declaration of Independence. Give the class a thumbnail sketch of the men involved. Travel to historic spots by means of slides brought from home or secured commercially. Tape choral readings of patriotic selections and provide them for circulation through the library. What are the meanings and implications of the terms: opportunity for all, life, liberty, freedom, equality, pursuit of happiness, as found in the Declaration of Independence?

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

HOLIDAYS OF OUR NEIGHBORS TO THE SOUTH

CONCEPTS

Holidays throughout Latin America reflect the long domination of Spain. This influence is felt in many ways, one of which is the pattern by which the cities were planned. They were built around a central plaza with other plazas and parks scattered throughout the city. Among the buildings surrounding the central plaza are a huge cathedral, the government palace, and municipal buildings. The central plaza will have a dominating statue of one of the national heroes, Bolivar, San Martin, Juarez, Sucre, and in some of the plazas statues of Columbus, Pizarro, and other heroic figures from history. The plaza is often the scene of holiday celebrations, especially the holy days, which includes most of the holidays observed throughout the year.

ACTIVITIES

Discover the contributions of the Latin American countries to our own culture. Write to Pan American Airways for booklets which describe some of the holidays of each of the countries and slide catalogues.

▲
April — PAN-AMERICAN DAY — (April 14): Observed by many of the American republics since 1931, celebrates the creation, in 1890, of an organization now called the Pan-American Union. This represented an unprecedented attempt for the Western Hemisphere to move toward international cooperation.

CONCEPTS

Simon Bolivar, a South American Statesman, took the first steps toward this dream. The first Pan-American Conference convened in Washington, D.C., the second day of October, 1889. The body adopted a resolution forming the International Bureau of American Republics, to be composed of the republics in North, Central, and South America. This was later renamed the Pan-American Union.

The governing board of the Pan-American Union adopted a resolution in 1930, urging the observance of a Pan-American Day on April 14.

ACTIVITIES

Discuss the formation of the Pan-American Union. Make flags of the Pan-American countries. Plan a Pan-American parade with costumes, etc. Write brief histories of the statesmen involved; i.e., Simon Bolivar. Learn songs relating to holidays and fiestas.

▲
May — CINCO DE MAYO — (May 5): The fifth of May commemorates the victory of the Mexican army over the French forces at Puebla in 1862.

CONCEPTS

Sham battles are held each year to remind people of this event. Also an elaborate celebration takes place at Ahcle near Mexico City. Cinco de Mayo is celebrated by many Mexican-Americans who live here in Arizona. The day is celebrated in some way in many elementary classrooms. The modes of celebration at fiestas may include remnants of the American Indian ceremonies for particular occasions before the Spanish came.

ACTIVITIES

Plan a fiesta for the class or school. Ask Mexican-American children to teach Mexican folk songs and dances to the class. Construct a pinata. Hold a "sham battle" much in the way it is done in Mexico to commemorate the Mexican Army's victory at Puebla.

▲
September — INDEPENDENCE DAY — (September 16): The years from 1810 to 1840 were years of achieving independence from Spain. The day on which this is celebrated varies in the different Latin American countries. But in all there will be speeches, parades, and athletic events. In Mexico the celebration takes place on September 16.

CONCEPTS

It was in September 1810, that Father Hidalgo went to the church, rang the bell sharply and as the people of the village gathered before

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

him cried out to them that their efforts to secure freedom for themselves would be blessed by the patron saint, Guadalupe. Now in celebrating this event, the historic cry is given by some figure of authority. In Mexico City it is the President himself who comes out on the balcony in the zocalo, or main plaza, and gives the Grito de Dolores: "Long live our Most Holy Mother of Guadalupe! Long live Mexico! Death to bad government!" And in the town of Queretaro, where Hidalgo lived, the whole episode is faithfully reenacted.

ACTIVITIES

Study histories of the lives of Simon Bolivar, Father Hidalgo, Jose de San Martin, etc. Plan a fiesta or carnival. Make flags of the Latin American countries. Reenact the ringing of the bell and Father Hidalgo's part in the independence of Mexico.

JAPANESE HOLIDAYS

▲
March — GIRLS' FESTIVAL — (March 3)
May — BOYS' FESTIVAL — (May 5)

CONCEPTS

These traditional Japanese festivals are annual celebrations honoring the children of Japan. The Girls' and Boys' Festivals were established about 1,000 A.D. and are considered among the major holidays for Japan.

The Children's Festivals have usually been dubbed "charming or fascinating." Moral earnestness and purposeful education is highlighted along with ancestral worship and traditional customs which offer an insight into the making of Japanese character. This celebration gives us a glimpse into the loyalty symbols of the family and national life of Japan and the affection that the country has for its youth.

ACTIVITIES

Study the map of the Orient, locating Japan and its surrounding neighbors. Have Japanese children (or adults) in the community visit

the school to display their native costumes and/or dolls. Ask Japanese children (or adults) to visit the class to tell about their customs and unique culture. Study current art objects and involve students in art projects emulating the Japanese art forms. Research the current industrial output of Japan and its impact upon the world. Sing songs from and about Japan which can be found in the school music texts and district or public libraries.

CHINESE HOLIDAYS

▲
January-February — CHINESE NEW YEAR — (January 21- February 19)

CONCEPTS

Gong Hay, Gong Hay, Happy New Year, Happy New Year! 1976 is the Year of the Dragon, year 4674 according to the Lunar Calendar. It is a time filled with many festivities and rites observed by all Chinese, young and old. For the young, it is an especially happy occasion — waiting impatiently to receive their "hung bow" or "lai-zi," filled with lucky money. Ancestral worship is a very important part of the New Year tradition.

As China is so dependent on agriculture, the fortunes of domestic animals are of considerable concern to their owners, the first ten days of the year are devoted to their birthdays. The first day of the year is devoted to chickens, the second to dogs, the third to pigs, and fourth to ducks. The year will be good or bad for human beings according to the forecast on the seventh. Rice and cereal take the eighth; fruits and vegetables on the ninth; and corn and barley prospects are determined by the weather on the tenth day.

ACTIVITIES

During the New Year Festival, no cutting instruments, such as knives or scissors, may be used in the house, so all food is prepared and made ready for the table in preceding days. The home is cleaned and gifts are exchanged between all friends and relatives. Also debts are paid in preparation of starting the year anew.

PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

Auspicious characters are written on red paper and hung on walls with the purpose of having them blessed with good fortune and luck for the family.

A table of food is set up in the house consisting of whole chicken, fried fish, various types of pastry (tay), oranges, tangerines, and a dish containing several kinds of sweet candy and melon seeds.

To prevent evil spirits, firecrackers are used to frighten them away and signs are posted on the door to keep them away.

JEWISH HOLIDAYS

▲ **September-October — YOM KIPPUR — (10th day of Tishri):** Yom Kippur is the most important and most sacred of the Jewish holy days. It is the Jewish Day of Atonement. On the Jewish calendar, it falls on the tenth day of the month of Tishri and is observed by fasting and worship. It lasts from sunset on the ninth day until sunset on the tenth day.

CONCEPTS

The custom of fasting and repenting for sins goes back many thousands of years. The laws concerning this holy day are found in Leviticus 16; 23:26-32 and Numbers 29:7-11.

Before the holiday begins, the families have a family dinner and then attend the temple. After the 24 hours of fasting and prayers, and at the closing of the holiday, the family again gathers for a feast.

ACTIVITIES

Discuss the atonement for wrongdoing. Also discuss the fact that the history of this day is in the Old Testament.

▲ **November-December — HANUKKAH — (25th day of Kislev):** Hanukkah or Chanukah has been observed by people of the Jewish faith since the year 165 B.C. when Judas Maccabaeus rededicated

the Jewish Temple in Jerusalem after having driven out the idol worshippers. It begins on the 25th day of the Jewish month of Kislev which falls in December and it lasts eight days.

CONCEPTS

The mystery of Hanukkah was that when the Jews regained the temple from the idol worshippers, they had no means of lighting the temple. Then they discovered a tiny bit of oil left behind by the former occupants and this tiny amount of oil burned for eight nights. This miracle is commemorated by lighting one candle in the menorah (candle holder) each evening at sundown during Hanukkah. Some groups prefer to light all eight candles in the menorah the first night and remove them one each night until the holiday ends. It is often called the festival of lights.

The word Hanukkah means dedication. Gifts are exchanged especially for the children on each of the eight days. Children play with the draedyl — a bright colored top, sometimes bearing inscriptions in Hebrew reminiscent of a prayer wheel.

ACTIVITIES

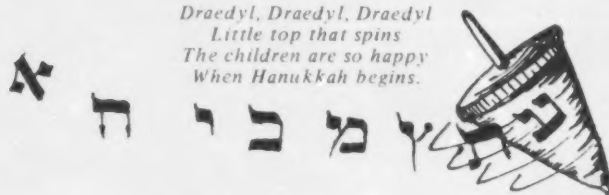
Discuss dedication to traditional ideals. Discuss the fact that this holiday has been observed for thousands of years. If possible, obtain a Jewish calendar and discuss the comparison to the calendar we commonly use. Construct a menorah — possibly from clay.



PATRIOTIC CEREMONIES AND TRADITIONAL HOLIDAYS

Fashion a draedyl using a whittled wooden spool and shortened meat skewer. Paint with bright colors. Learn the draedyl song:

*Draedyl, Draedyl, Draedyl
Little top that spins
The children are so happy
When Hanukkah begins.*



▲ **March-April — PASSOVER — (14th day of Nisan):** Passover is the Jewish festival of freedom. It commemorates the freeing of the Jews from slavery in Egypt. It is celebrated for eight days beginning at the time of the first full moon in spring — according to the Jewish calendar, the 14th day of Nisan which is the first month of the Jewish Ecclesiastical year.

CONCEPTS

Passover takes its name from the sparing of the eldest sons of the Hebrews on the evening before their flight from Egypt.

A destroying angel passed over the Israelite houses but he killed the first born in every Egyptian home. During this time of travail, the Israelites ate unleavened bread which is still done during this holiday in most Jewish homes. The unleavened bread is referred to as Matzohs. This story is told in Exodus 12:3-24.

ACTIVITIES

Mention that this holiday has been observed for *thousands* of years. Obtain a Jewish calendar and discuss differences between it and the calendar we use daily. Acquire some matzohs and sample the unleavened bread in class. Discuss forms of oppression in history and also the freedoms we enjoy. Invite a member of the community who is of the Jewish faith to explain the Sedar or Passover Feast to the class.

VIETNAMESE HOLIDAYS

▲

January-February — TET (NGUYEN DAN) — (Late January or Early February): Tet, Vietnamese New Year, is the most important Vietnamese holiday. It can be traced back to the Chinese lunar calendar New Year.

CONCEPTS

Tet is the celebration of the Spring Season when nature reveals its utmost splendor, symbolizing an intense joy of living. Seven days before Tet, a farewell ceremony is held to Ong Tao, God of the Kitchen, who reports the household's conduct to the Emperor of Jade. On the very last afternoon of the passing year, ancestors are invited back to earth to enjoy the holiday with the living. Midnight of New Year's Eve is called Giao Thua, a transitional time when people shoot off firecrackers, pray to pagodas and temples, and pick new buds from the trees (signifying wealth and prosperity), to welcome the New Year. On New Year's Day morning, everyone dresses in new clothes. The living present best wishes to the dead; the children pay their respects to their elders and are rewarded with money. The family savors the best foods, and then plays cards and/or other games of chance. Tet is a time to visit relatives and friends. On the third day, students pay respect to teachers; scholars also dedicate their writing brushes (khai but) by composing the first poem of the year. It is also the day to bid good-bye to ancestors who now reascend to Heaven. In principle, the celebration of Tet ends on the seventh day.

ACTIVITIES

Locate Vietnam on a map or globe; provide historical background material. Study meanings and customs of Tet. Make Tet cards colored with bong mai (good-luck flowers) which are yellow and similar in shape to apricot or cherry blossoms.

Decorate a room with red paper posters and golden letters. Suggested expressions: CHUC MUNG NAM MOI (Best wishes for the New Year); CUNG CHUC TAN XUAN (Respectful wishes for the New Spring); PHUOC LOC THO (Happiness, Prosperity, Longevity).

Suggested presents to Vietnamese families: watermelons, oranges, or tangerines in pairs (odd numbers are taboo).



HORIZONS '76

Horizons challenges each of us to become involved in the many facets of our future. Our accomplishments in meeting this challenge enrich the Heritage we received and will pass on to future generations.

These topics have been suggested merely as stepping stones to our infinite Horizons. They are kept brief so as not to restrict their usage to one area or grade level. Develop these topics into projects, research papers, and classroom discussions, according to the interest of the student.

ENVIRONMENTAL STUDY

Understanding our environment is becoming increasingly important as we plan for the future. Explore these topics and develop them into projects that will increase the student's awareness of the environment.

Exploitation, conservation, preservation methods
Biological control—herbicides, insecticides
Composting—good components
Pollution—water, air, noise, thermal
Biodegradable material
Biological accumulation—population density
Limiting factor—food chain, food web
Production
Consumer—primary, secondary
Reducer—parasitic, saprophytic
Cycles—oxygen, nitrogen, carbon, water
Geology—landforms, minerals, processes, soil
Specialization
Niche and habitat
Species—pioneer, climax
Photosynthesis
Migration
Environmental Protection Agency
Evolution and adaptation
Insects, animals, variety and similarities—of plants and animals
Interaction and interdependence
Continuity and change
Energy—solar, fossil, water, nuclear, thermal
Succession—soil, plant, stream, pond, animal
Omnivore, carnivore, herbivore
Rocks and minerals—sedimentary, igneous, metamorphic
Human ecology
Resources—renewable, non-renewable, natural, artificial
Map making—measurement, boundaries
Atmosphere, lithosphere, biosphere
Life history studies
Erosion control—flooding, deposition, compaction, leaching, watershed
Water table—surface and ground water, preservation and storage
Tree harvesting—sustained yield and clear cutting

YOUTH LEADERSHIP

Youth leadership is both a responsibility and an opportunity for students. Leadership skills are abilities which should be developed. Point these out to students. Discuss them and have students work on them. Help students understand how these skills can be utilized. Once students are enthusiastic about becoming leaders, they will need to know the opportunities that are available to them. The opportunities listed on this page are broad. You should add to this list specific opportunities available in your school.

LEADERSHIP OPPORTUNITY

School and community clubs
Classroom enrichment activities
Public speaking
Athletic leadership
Social events
Youth political groups
Hobbies
Skills
Occupations or careers
Academic
Student council or other office

LEADERSHIP SKILLS

Communication with others
Listening to others
Responsibility
Recognizing others' needs and abilities
Rapport
Sportsmanship
Courtesy and ability to get along with others
Knowing the resources to rely upon
Being organized
Having confidence and ability to express yourself
Ability to understand others and concern for others
Good preparation
Patience
Ability to obtain and retain respect
Honesty

FUTURE CAREERS

Career awareness is a subject that concerns all students. The world of work is a rapidly changing phenomenon; many of today's students will be working in future occupations that are unheard of today. There are limitless possibilities for exploring career awareness in terms of tomorrow. Explore these future career topics in classroom discussions and make creative writing assignments.

Working at home — possible jobs, communication methods with employer
Technology — efficiency, means of which technology affects our way of life, especially occupational structures
Mandatory retirement — implications for leisure activities and social changes
New employment opportunities — training, availability, placement
Future goods and services
Unions and collective bargaining
College education — usefulness, preparation for employment
Career clusters — compare their future importance
Public service
Agribusiness and natural resources
Transportation
Environmental control
Consumer and homemaking-related occupations
Communications and media
Marine science
Fine arts and humanities
Business and office
Hospitality and recreation
Health
Personal services
Construction
Marketing and distribution
Manufacturing

NEW FRONTIERS

As we enter the third century in the life of the United States, new frontiers in the areas of science await discovery by today's students. Whatever the grade level, these topics can be used in a limited or expanded way. Research and develop the topics that are of interest to you and your students. Make models, diagrams and posters displaying concepts learned. Collect clippings from newspapers and magazines as they relate to these new frontiers.

MEDICINE

Future Medical Practices — transplants, plastic surgery, geriatrics, birth control
Machines — to help in medical diagnosis, synthetic intelligence
Public and Community Health — national health insurance, ethics, governmental control, responsibility
Medicine in Space
Paramedics — role and function
Drug Abuse and Alcoholism
Heart and Blood Diseases — antigens
Causes and Treatment of Chronic Diseases — cancer, multiple sclerosis, hypertension, arteriosclerosis, muscular dystrophy, etc.
Causes and Control of Disorders — mental illness, birth defects, physical handicaps
Crib Death Syndrome — research into the causes
Hormones — control of body functions
Genetics — disease control

NUTRITION

Vitamins and Minerals — investigation into new essential nutrients
Metabolics — how is food used
Protein Foods — distribution, marketing
Nutrition Education — effectiveness
The Poverty Cycle
Use of Mass Media
Nutritional Requirements — RDA
Malnutrition — surveys, population, infection

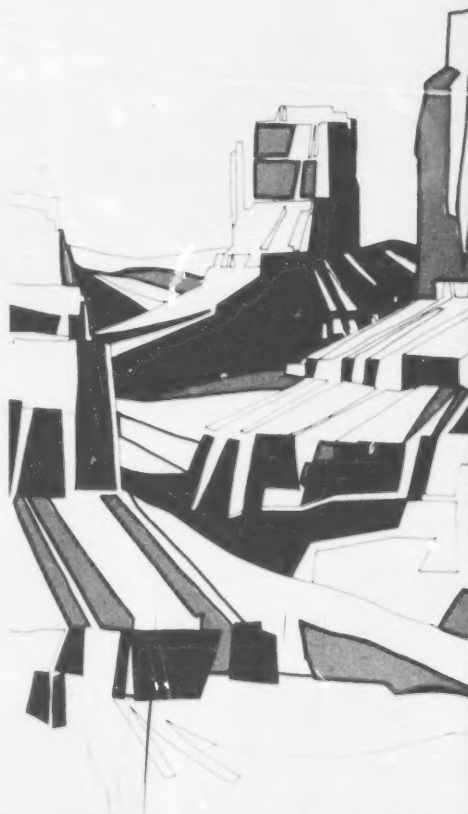
NEW FRONTIERS

GENERAL SCIENCE

Cell Membranes — synthesis
Food Additives — toxicity
Food Production — genetic increase
Solar and Geo-thermal Energy — increased effectiveness
International Endeavors — sharing of scientific information
Desalinization of Sea Water
Waste — new methods of disposal
Water — new methods of purification
Government — regulation and control of science
Solar — energy, cell, heating, generator
Water Power — future usage
Atomic Energy — uses and development
Science/Industry — interaction and dependency
Expeditions — geological exploration, tie-in with archeology
Nuclear — energy, explosion, fission, reactors
Laser Beams
Aerodynamics
Weather — control
Bioluminescence — potential utilization by man
Cosmic Rays
Ionization
X-ray — function

SPACE

Stations — sky labs
Research — time (mathematics), matter, chemistry, geometry
Probe — moon, sun, other planets, rockets, astronomy
Tracking, Communication and Surveillance
Principles of Space Flight
Missiles and Rockets — launching, navigation, engineering, design,
fuel and Mobility in Space
Flight — orbital, planetary
Life Support Systems
Radiation
Weightlessness
Supersonic Flight and Space Colonies
Future Space Explorations — lunar bases, planetary space travel,
crew activities, beyond the Solar System



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